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ABSTRACT

The "PESO" Bilingual Language Development Project was a 1-year pilot study in 4 West Texas county school districts involving 451 Anglo and Mexican American 1st- and 2nd-grade students. The project contained 3 components: (1) the development of bilingual oral and written language skills--instruction in the Spanish language, and the concomitant development of concept formation ability, self-image, and cultural awareness; and instruction in English, within the regular school program, (2) the development of a well-trained staff of bilingual teachers, and (3) through parent involvement, the development of a positive relationship between the school and community concerning the bilingual program. The objectives of the instructional component were achieved to a significant level; however, the attempt to develop Spanish written language skills failed. Testing indicated the need for an entire year to develop Spanish oral language skills. Staff development and parent involvement objectives were met. Procedures for the attainment of these objectives were deemed practical, but the evaluation design was thought to need further development owing to the lack of adequate measurement devices in Spanish language development. Eight exhibits, including a parent attitude survey and evaluation reports, and 12 tables of test results are appended. (MJB)

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PESO BILINGUAL LANGUAGE DEVELOPMENT PROJECT

GRANT NO. OEG-0-9-530086-3437

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PROJECT EVALUATION

JUNE 30, 1970

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TABLE OF CONTENTS

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	PAGE
INTRODUCTION	1
PROJECT GOALS	3
DATA COLLECTING PROCEDURES	4
OBJECTIVES AND EVALUATIVE DATA	9
Component: Instructional Component: Staff Development Component: Parental Involvement	
CONCLUSIONS	35
TABLES	36
EXHIBITS	
A - Parental Attitude Survey	53
B - Parent Contacts by Pilot Schools	64
C - Unpublished Doctoral Dissertation, The Effects Of One Experimental Program on Verbal Ability and Vocabulary of First Grade Pupils	65
D - Absentee Report By School	74
E - Evaluation of Team Approach	75
F - Concept Development, Grade One	79
G - Consultant-Evaluator Report	82
H - Concept Development, Grade Two	95

TABLES

TABLE 1: System Report of Average Scores, Grade One and Two - SRA ACHIEVEMENT SERIES

TABLE 2: System Special Report of Average Scores, Grade One - SRA ACHIEVEMENT SERIES

TABLE 3: System Special Report of Average Scores, Grade Two - SRA ACHIEVEMENT SERIES

TABLE 4: System Frequency Distribution and Local Percentile Norms, Grade One - SRA ACHIEVEMENT SERIES

TABLE 5: System Frequency Distribution and Local Percentile Norms, Grade Two - SRA ACHIEVEMENT SERIES - (POST-TEST)

TABLE 6: Frequency Distribution and Local Percentile Norms, Grade Two - SRA ACHIEVEMENT SERIES - (PRE-TEST)

TABLE 7: Report of Average Scores, Grade Two - SRA ACHIEVEMENT SERIES - (PRE-TEST)

TABLE 8: PEABODY PICTURE VOCABULARY TEST, Total Group Mean and Median Scores, Grade One and Two

TABLE 9: SRA PRIMARY MENTAL ABILITIES TEST, Grade One Total Group Mean and Median Scores - Spanish

TABLE 10: SRA PRIMARY MENTAL ABILITIES TEST, Grade One Total Group Mean and Median Scores - English

TABLE 11: SRA PRIMARY MENTAL ABILITIES TEST, Grade Two Total Group Mean Scores - English

TABLE 12: SRA PRIMARY MENTAL ABILITIES TEST, Grade One Total Group Mean Score (Post-Test - Spanish)

I N T R O D U C T I O N

The "PESO" Bilingual Language Development Project has been in operation one year. Pilot classes were located in four school districts, Hart, Hereford, Tulia and Dimmitt. Ten of the pilot classes were first grade and two were second grade.

The bilingual project has three components (1) Instructional Component, (2) Staff Development Component, and (3) Parent Involvement Component.

The Instructional Component was designed to provide instruction in Spanish and English to approximately 350 Anglo-American and Mexican-American first, and second grade children. 12 pilot classrooms were located on campuses with a high concentration of economically deprived children whose home language was primarily Spanish.

The pilot classes were staffed with a regular first grade teacher called a cooperating teacher, and one bilingual teacher assigned one-half time to each of two class groups. The program was planned and implemented utilizing the team teaching approach. The bilingual teacher provided instruction in Spanish to the two class groups for approximately two hours daily. The cooperating teacher provided instruction in English primarily within the context of the schools regular program for the remainder of the day. She was also a part of the instructional process during the time the bilingual teacher was acting as lead teacher by working with small groups.

The instructional program, English and Spanish, was correlated to cause one to support the other. The Spanish program was concentrated on the development of language skills, concept development, development of self image and culture heritage. The English phase of the program was developed within the context of the regular school program.

The major goal of the project was to provide elementary children, identified for pilot classrooms, with instruction leading to the development of communication skills of listening, speaking, reading, and writing in Spanish and English.

The Staff Development Component of the project had as its major goal to develop a corp of well trained bilingual teachers capable of providing instruction in both Spanish and English to primary grade children, and to provide a corp of cooperating teachers with increased skills for working with primary children whose major language was Spanish. This was accomplished through a six-week pre-service workshop prior to the beginning of the school year.

The pre-service training was accomplished through contract with West Texas State University. It was staffed by the project coordinator, the pilot teachers, and consultants as needed to accomplish the performance objectives specified in the project. Major activities during the six-week pre-service workshop included planning activities leading to the development of specific performance objectives, unit plans for implementing in the program during the school year, study of the needs of the Mexican-American and, cultural heritage.

Consultants were employed to help the project staff to develop an understanding of the needs of the Mexican-American community and to provide instruction on material utilization and instructional techniques. The six in-service days scheduled throughout the school year were used to continue the development os specific performance objectives and unit plans, and to solve problems as they occured by utilizing outside experts and consultants. All phases of the pre-service and in-service activities were under the direction of the project coordinator.

The Parental and Other Communtiy Involvement Component of the project had as its main objective to establish a positive relationship between the school and the community in the bilingual education program. This was accomplished through an Advisory Committee established on each campus having a pilot program, and specific activities involving parents of the pilot children in school related activities.

The Advisory Committee served as a link between the school and the community, advised on program development, and assisted with parent involvement. The project staff attempted to cause greater involvement of parents of pilot children through home visitation and periodic meetings at the school. The meetings at the school were designed to bring about an awareness of the intent of the bilingual project, to assist parents of pilot children understand ways to support their children in school.

The project management design had as its main purpose to cause a continuing comprehensive effort toward accomplishing the goals and objectives of the project. The Executive Director of "PESO" Education Service Center served as project director and applicant agent. He was assisted by a project evaluator and project coordinator. The project evaluator had major responsibility for evaluation and project writing. He was directly responsible to the Executive Director.

The project coordinator worked directly with the project teachers to develop and implement the bilingual program. She assisted the project teachers develop performance objectives and, implement program units. She has reported to the project director on a monthly basis and more often if problems occurred. She assisted in establishing Advisory Committees for the project campuses and assisted the project teachers plan and conduct meetings for parents of pilot children.

P R O J E C T G O A L S

LONG RANGE GOALS

1. To plan and implement educational programs in Spanish and English that will provide for the development of bilingual children.

2. To plan and implement educational programs that will develop an understanding of the English cultural heritage, Spanish cultural heritage, and the mutual cultural heritage.

3. To involve elements of the community in activities that will develop an understanding between the Spanish and English speaking communities.

4. To develop staff with skill for providing instructional programs and with an understanding of the needs of both the Spanish and English speaking communities.

SHORT RANGE GOALS

1. To develop a model bilingual program in grades one and two leading to vertical development in successive years.

2. Plan curriculum for developing communication skills and concept development in Spanish and English for first and second grade students.

3. Provide training for the bilingual teachers and cooperating teachers (teaching team) for program implementation and development.

4. Provide for parental and other community involvement in the bilingual educational program.

D A T A C O L L E C T I N G P R O C E D U R E S

1. The Peabody Picutre Vocabulary Test, Form A was administered as pre and post tests in English and Spanish individually to each child by qualified testers and the bilingual teacher. As one class was tested in English, the other class was tested in Spanish. After a short lapse of time at the completion of each class testing, the class that had been tested in English was tested in Spanish and the class that had been tested in Spanish was tested in English. This same procedure was used to test both the first and second grade classes in the project.

> "The Peabody Picture Vocabulary Test is designed to provide an estimate of a subject's verbal intelligence through measuring his hearing vocabulary. Justification for this procedure is discussed later under "validity." (1)

2. The Science Research Associates (SRA) Primary Mental Abilities Test, K-1, was administered to the first grades and 2-4 to the second grades in English as pre and post tests by the cooperating teacher with the bilingual teacher serving as a proctor.

One week later the same tests were administered as pre and post tests in Spanish by the bilingual teacher to all the first grade project children in groups not exceeding 15 with the cooperating teacher serving as a proctor. It was administered in Spanish to the second grade in class groups at the end of the year only.

The Primary Mental Abilities test was administered under the same testing conditions in English only to all the first grades not in the bilingual program but in the project building. These first grades served as control groups. There were no second grade control groups.

> "The SRA Primary Mental Abilities tests (revised 1962) are designed to provide both multifactored and general measures of intelligence. The profile of five primary mental abilities helps counselors and teachers to evaluate, understand, and interpret the often puzzling individual differences in behavior and performance among children who appear to be of comparable intelligence. The general or total score - the IQ - satisfies the need for an index of general intelligence, useful in various aspects of the school's guidance and testing program. The two kinds of scores represent the application of the work of the authors in the development of the theory of mental measurement. (2)
>
> The five factors of intelligence, or "primary mental abilities," measured in the PMA series are those that appear to be most critical in schoolwork. They are not all-inclusive; many more factors have been isolated

through research. Nor are they equally important at all ages; their relative importance shifts with age. The importance of verbal meaning, for instance, increases in schoolwork as a child advances through school, while the relative importance of perceptual speed decreases. These changes are reflected in the construction of each of the five test batteries.

The five primary mental abilities measured by the tests are, briefly:

V - VERBAL MEANING: The ability to understand ideas expressed in words. In the later school years this is the most important single index of a child's potential for handling academic tasks. At the lower levels it is tested by a vocabulary test in picture form; at the upper levels, by a verbal bocabulary test.

N - NUMBER FACILITY: The ability to work with numbers, to handle simple quantitative problems rapidly and accurately, and to understand and recognize quantitative differences. At the lower grade levels the N scores are determined by a pictorial test that requires no reading. Addition problems are also used. At the upper levels arithmetical reasoning problems are included.

R - REASONING: The ability to solve logical problems. Separate measures of this ability are not provided in the batteries designed for grades K through 4. In the 4-6 battery it is measured by word-grouping and figure-grouping tests; at the upper levels, by word-grouping, letter-series, and number-series tests.

P - PERCEPTUAL SPEED: The ability to recognize likenesses and differences between objects or symbols quickly and accurately. This ability is important in acquiring reading skills, but tends to plateau at a relatively early age. For this reason it is included only with the three batteries designed for the lower grades.

S- SPATIAL RELATIONS: The ability to visualize objects and figures rotated in space and the relations between them. The test measuring this ability appears in every level of the PMA and is important throughout the school years." (2)

Dunn, Lloyd M.;

(1) Expanded Manual, Peabody Picture Vocabulary Test, American Guidance Services, Inc., 1965 - Page 25

(2) Examiner's Manual, PMA, Primary Mental Abilities, Test, Science Research Associates, 1963, pages 3-4

3. The SRA Achievement Series 1-2, Form C was administered in English by the cooperating teacher as a post test only to the first grade children in the project. The bilingual teacher served as a proctor.

In the second grade classes the SRA Achievement Series 1-2, Form D was administered in English as pre and post tests.

1. "Language Arts"
   Subtest scores are (1) Capitalization and Punctuation, (2) Grammatical Usage, and (3) Spelling.

   The Language Arts tests measure a broad spectrum of skills in the use of language. The Capitalization and Punctuation subtests cover the use of capital letters in proper nouns, abbreviations, and book titles; of apostrophes in contractions and possessives; and of quotation marks, semicolons, and hyphens. Usage items cover common grammatical errors of tense and items involving redundancy, double negatives, subject-verb agreements, case with pronouns, and homonyms. The Spelling subtests measure mastery of the basic principles of word structure by means of a test of recall in the 2-4 battery and a recognition test in the 4-9 batteries.

2. "Arithmetic"
   Subtest scores are (1) Reasoning , (2) Concepts, and (3) Computation.

   The Reasoning or problem-solving subtests of the Achievement Series use a story format to measure understanding of the logical and mathematical steps that lead to the solution of arithmetic problems. Problems require the pupil to identify the facts relevant to a solution, select the arithmetical process to be used, and carry out the computation necessary to arrive at the solution.

   The Concepts subtests require the pupil to translate verbal forms into mathematical symbols, to demonstrate his knowledge of the vocabulary of arithmetic, and to indicate his understanding of mathematical principles appropriate to his age and ability level.

   The Computation subtests measure the pupil's ability to apply the mechanics of computation. Basic arithmetic processes are covered in problems involving whole numbers, fractions, and decimals. Items in the Blue, Green, and Red batteries include such specialized computations as interest, insurance premiums, and area.

3. The Reading tests of the Achievement Series use complete stories to sample typical reading situations. The tests were constructed after carefully surveying children's reading interests at various grade levels and studying the types of materials they are commonly asked to read. All subtest vocabularies were carefully checked for appropriateness of difficulty level. (3)

4. The Michael's Test of Oral English Production was administered individually as pre and post tests by qualified testers from the Southwestern Cooperative Educational Laboratory to half of the project children and to half of the children in four first grade control classes. There were no second grade control classes.

"Item 1 measures only COMMUNICATION. In this test, COMMUNICATION is defined as any overt behavior, oral or otherwise, that indicates the test stimulus has been understood. Item 2 measures COMMUNICATION and STRUCTURE. Items 3-29 measure VOCABULARY and PRONUNCIATION. Items 30-98 measure COMMUNICATION, STRUCTURE and, sometimes, VOCABULARY."

"This test of Oral English Production, Level Ia Kit, covers the structures, sounds and vocabulary that are typically met by children during their initial ESL experience. Level I generally spans one semester.

The test, after the examiner becomes experienced, takes from 15-20 minutes to administer. It is suitable for both pre-testing and post-testing. Although the test is primarily designed to measure the child's competence in English structures and pronunciation, vocabulary items and communication are also important aspects for the test and are scored. This makes for scales in the test:" (4)

	Possible Points:
COMMUNICATION	71
STRUCTURE	77
VOCABULARY	53
PRONUNCIATION	27
TOTAL TEST	228

(3) SRA Achievement Series, Interpretive Guide, Science Research Associates, Inc., 1968, pages 3-5

(4) Michael, Lois,"Manual and Test Items for a Test of Oral English Production", 1968, pages 1-2

I N F O R M A L P R O C E D U R E S

1. Concept Development Checklist (Exhibit F and H). Based on cumulative data, the teaching teams cooperatively rated children in relation to concept development in the basic areas of social studies, sceince, and math. Ratings were based on major conepts identified in the regular school program in each of the three subject areas. Performance ranges considered were "Competent to Adequate" and "Poor".

2. Project Coordinater Observation - The project coordinator made periodic visits to all pilot classrooms and periodic reports were submitted to the project director and evaluator.

3. Consultant Evaluator - A consultant-evaluator was employed as an instructor in the pre-service workshop. A part of her responsibility was to complete an evaluation on each teacher in terms of basic criteria identified in Exhibit J. She was employed an additional two days at the end of the project year to visit classrooms to identify strengths and weaknesses and make recommendations. Exhibit G details her report.

4. Doctoral Study- A doctoral dissertation based on a study of the bilingual project has provided valuable data. Selected parts of this unpublished dissertation are detailed in Exhibit C.

5. Other informal means based on observations and cumulative data were utilized for subjective evaluation.

O B J E C T I V E S A N D E V A L U A T I V E D A T A

COMPONENT: Instructional

Objective 1.1A
Oral Language Development - English

Children in the pilot bilingual project will speak and understand oral English at least equal to a control group of a similar make up not receiving special instruction as evidenced by the ability to utilize 45 or more variations of 5 basic sentence patterns; a minimum of 350 words in classification of greetings, directions, questions and other classifications commensurate with grade assignment as measured by procedures described in column II.

The Peabody Picture Vocabulary Test, Form A was administered to all first and second grade children in October and April - slightly under seven months between the pre and post test. The PPVT is designed to provide an estimate of a subject's verbal intelligence through measuring his hearing vocabulary. Only scores for children who were administered both the pre and post tests were considered in compiling the data. The following statements reflect findings related to this objective.

1. The pre-test mental age mean for 188 first grade students was 58 - the post test mean for the same children was 71 months. The net gain for the group was 13 months (See Table 8).

2. The pre-test mental age mean score for 54 second grade children in the project was 64 months. The post-test mean was 98 months indicating a total gain of 12 months (See Table 8).

3. The post-test mean was 71 months for the first grade as compared to the pre-test mean of 64 months for the second grade students. The end-of-year score for the first grade was 7 months above the beginning-of-year test of the second grade.

The Science Research Associates Primary Abilities Test was administered as a pre and post test to all first grade children. The test is designed to provide a general measure of intelligence in four areas: (1) Verbal Meaning, (2) Number Facility, (3) Spatial Relations, and (4) Perceptual Speed.

Only scores of children who were administed both the pre and post tests are considered in the data.

1. The pre-test mental age in months for 175 first grade students was 75 months. Seven months later the group mean was 86 months reflecting a total gain of eleven months (See Table 10). Gain in the four subtests was; "Verbal Meaning" 9 months; "Perceptual Speed", 7 months;

"Number Facility", 25 months; and "Spatial Relations", 10 months. The greatest gain was in number facility and also the lowest mean score of the four subtests was in this subtest. The smallest gain was in "Perceptual Speed" but the group subtest mean score was the greatest on the pre-test (See Table 10).

2. The SRA Primary Mental Abilities Test was administered as a pre and post-test to the second grade pilot children. The mental age group mean score on the pre-test was 98 months. On the post-test the mean score was 114 months; a difference of 16 months. The smallest gain on subtests was 11 months; the greatest gain was 16 months on "Number Facility".

3. It is interesting to note that the mean group gain on both the PPVT and the PMA for first grade was similar - 13 months on the PPVT and 11 months on the PMA. However, the total group mean on the PPVT was 58 months on the pre-test and 71 months on the post-test. The PMA total group mean was 75 months and 86 months. Even though a similar gain is indicated, there is a wide discrepancy in total scores.

This project was the basis of a study made by Mrs. Enid Bates, graduate student, Texas Technological College. The data from the study will be reported in her dissertation, as yet unpublished, The Effects of One Experimental Bilingual Project on Verbal Ability and Vocabulary of First Grade Pupils. Selected parts of this study are reported in Exhibit C. Her findings related to this objective are indicated below (1) . Attention is especially drawn to conclusion number one and two below.

1. Although Mexican American and Anglo American first-grade pupils enrolled in a bilingual program of instruction spent at least one hour a day in Spanish language development, there was no significant difference in their mean gain in English verbal ability and that made by pupils not enrolled in the program.

2. The analysis of data indicated that there was no significant difference between the mean gain in English verbal ability made by the Mexican American pupils in the comparative group and their counterparts in the experimental group, and also that there was no significant difference between the mean gain made by Anglo American pupils in the comparative group and their counterparts in the experimental group. These findings seem to suggest that neither the Mexican American nor Anglo American pupil has been penalized in English verbal ability by being enrolled in a bilingual program of instruction. These results further suggest that the pupils enrolled in the bilingual program have had the added bonus of language development in Spanish.

3. Many Spanish-speaking pupils have not attained a degree of English verbal proficiency comparable to that of their English-speaking counterparts according to the mean test scores obtained from the Science Research Associates Verbal Meaning Test.

(1) Bates, Enid, The Effects of One Experimental Program on Verbal Ability and Vocabulary of First Grade Pupils, (unpublished doctoral study), 1970.

4. A Test of Oral English Production was administered to 151 pupils as a pre and post-test by the Southwestern Regional Laboratory, Albuquerque, New Mexico. The total possible score was 228 points. The average score on the pre-test was 172.481 points and on the post-test, 186.470, representing a 6% increase. Two thirds of those tested obtained scores above the mean. Only 25% scored below the mean. Although some growth is evident the results of these data are considered invalid because of the great percentage who scored near the maximum on both the pre-test and post-test. As an example, on the subtest "Communication", the possible score was 71. On the pre-test 45 of the 151 tested scored 71 points, 25 scored 69 to 70 points and 16 scored 67 to 69 points. On the post-test 97 children scored the maximum and 30 scored between 66 and the maximum. It is evident that a majority of the subjects were too advanced for the test.

It can be concluded from the data presented above that this objective was achieved beyond expectations. Other data presented, related to the other objectives, should provide additional support to this conclusion.

Objective 1.1B
Oral Language Development - Spanish

Children in the pilot bilingual project will speak and understand oral Spanish at least to 75% of the English usage level as evidenced by the ability to utilize 30 or more variations of 5 basic sentence patterns; a minimum of 275 words in classification of greetings, directions, questions and other classifications commensurate with grade assignment and mental age.

A Spanish translation of the Peabody Picture Vocabulary Test, Form A was administered to all first and second grade children in the pilot classes with a seven months time span between the pre and post-test. 188 of the first grade children and 54 second grade children were available for the pre and post-tests. Only these scores are considered in the data presented below.

1. The mental age mean score for the first grade children on the pre-test was 48 months and 58 months on the post-test representing a gain of 10 months (See Table 8).

2. The mental age mean for the second grade children was 64 months on the pre-test and 70 months on the post-test representing a gain of 6 months (See Table 8).

3. The gain of 10 months for the first grade represents 3 months gain beyond that expected for the 7 month period. The 6 month gain by the second grade children is slightly under the gain expected over the seven month period.

A Spanish translation of the SRA Primary Mental Abilities Test was administered to all first grade children as a pre and post-test. Only a post-test was administered to the second grade children. The following data are presented in support of the objective.

1. The mental age mean score for the 188 first grade children tested was 68 months on the pre-test and 79 months on the post-test representing a gain of 11 months. The gain is identical to the gain made on the PMA test given in English (See Table 9 and 10). There was seven months difference in the total score means with the Spanish score lower than the English score. Approximately the same difference occurred on the post-test. This indicates that the Spanish language development is approximately one year behind the English language development.

2. As on the English test, the "Number Facility" subtest represented the greatest gain, 13 months, and was the lowest total score. The smallest gain on the subtest was 4 months on the "Verbal Meaning" section. A gain of 13 months on the "Perceptual Speed" subtest and 7 months on the "Spatial Relations" subtest occurred.

3. A Spanish translation of the SRA Primary Mental Ability Test was administered to 60 second grade children in the project. There was a mean score of 110 months which is 27 months above the mean score of the 83 mean score on the post-test of the PMA administered to first grade children. The subtest mean scores for the second grade are: (1) Verbal Meaning, 92 months; (2) Perceptual Speed , 116 months; (3) Number Facility, 109 months , and (4) Spatial Relations, 123 months.

4. There was only 4 months difference in the total mean scores, when the PMA post-tests, English and Spanish, are compared, the English score was greater. This was not the case when the Spanish and English scores on the PPVT are compared. These reflect a difference of 18 months with English the highest. There is no obvious explanation for this wide variance.

It can be concluded from the data presented above that this objective was achieved beyond expectations for first grade children and to expectations for the second grade children. Data presented in support of other objectives should add additional weight to this conclusion.

Objective 1.2A
Written Language Development - English

75% of the children in the bilingual classes will be able to read and write the English language at least equal to the national norm for children with equivalent metal ages as evidenced by standardized reading achievement test scores measuring word recognition and comprehension.

The SRA Achievement Test was administered in English to the second grade pilot children as a pre and post-test and as a post-test to first grade children. There was a seven month time span between the pre and post-test. The following data are presented in support of the objective above.

1. On the post-test administered to all first grade students in the program, the following results were found: (See Table 4).

   a. 30.88% were above the grade level
   b. 13.72% were on grade level
   c. 55.39% were below grade level.

2. On the post-test administered to second grade students in the program, the following results were found: (See Table 5).

   a. 86.20% were above grade level
   b. 8.62% were on grade level
   c. 5.17% were below grade level
      (2-3 G.E. being the lowest)

3. On the test administered at the end of the seventh month of school, the mean grade equivalent for 204 first grade students based on the composite score was 1-5 (See Table 1), with the same grade equivalent holding for total arithmetic and total reading.

4. On the test administered at the end of the seventh month of school, the mean grade equivalent for 58 second grade students, based on the composite score was 3-4, with the total arithmetic G.E. being 3-5, and the total reading G.E. being 3-3 (See Table 1).

5. The first grade Mexican Americans (See Table 2) had a composite mean grade equivalent of 1-3 on the test administered. The mean grade equivalent for total arithmetic was 1-4 and for total reading was 1-3 with a high of 1-8 on vocabulary.

6. The first grade Anglo Americans (See Table 2) had a composite mean grade equivalent of 1-8 on the test administered. The mean grade equivalent for total arithmetic was 1-8 as it was for total reading.

7. The second grade Mexican Americans (See Table 3) had a composite mean grade equivalent of 3-1 on the test administered. The mean grade equivalent for total arithmetic was 3-2 and for total reading was 2-9.

8. The second grade Anglo Americans (See Table 3) had a composite mean grade equivalent of 3-6 on the test administered. The mean grade equivalent for total arithmetic was 3-6 and for total reading was 3-6.

9. All second graders had a mean progression of .6 between the administration of the two tests (See Tables 3 and 7).

10. Approximately the same number of students were operating above grade level at the time of each testing with those above at post-test time tending to be higher above grade level. Little or no difference was noted in the number on or below grade level.

It can be concluded from this data that this objective was attained as expected. Other data presented in support of other objectives provide indications in support of this conclusion. Particular attention is directed to Exhibits H and F.

Objective 1.2B
Written Language Development - Spanish

Children in the bilingual classes will be able to read and write the Spanish language at least to 50% of the English language usage level as evidenced by reading achievement test scores measuring word recognitior and comprehension.

The objective was unrealistic for first grade children in the bilingual program. It was found that the entire first year was necessary for the development of oral language. This assumption is verified by scores on the Peabody Picture Vocabulary Test (See Table 8). The mean mental age score in months on the post-test for the total group was 71 months in English. In Spanish the mean was 58 months, a difference of 13 months. The average age for an end of year first grade student would be approximately 80-85 months. The mental age of the total group of first grade children measured in Spanish was 58 months, approximately two years below that of the average first grade child.

The second grade children in Spanish operated 24 months below the English usage level as measured by the Peabody Picture Vocabulary Test. The pre-test mean was 64 months in Spanish and 86 months in English, a difference of 22 months. On the post-test the English mean score was 98 months and the Spanish mean score was 70 months a difference of 18 months. A comparison of the differences of the pre and post-test indicated that the span between the English and Spanish post-tests was 4 months less on the post-test (See Table 8).

On the English PPVT pre-test there was a 20 months difference in the mean of total score. On the post-test there was a 13 month difference in the English and Spanish scores (See Table 8).

This appears to indicate that the "gap" between the two languages was lessened over the seven month period.

Teacher reports based on cumulative data indicated that the average Spanish vocabulary for the second grade children was 250 words. This is considered a significant gain because this was the first year of Spanish instruction for the second grade children.

Objective 1.3
Concept Development

The children in the bilingual project will demonstrate an understanding of the basic concepts of self, number, natural environment and other basic concepts taught in the participating school's first grades (and second grade for one unit) as evidenced by the ability to verbalize about them in both languages, and general overt behavior in the classroom.

Major concepts in the areas of social studies, science, and mathematics were used as a criteria for teacher evaluation of growth in the three areas. In social studies 10 major concepts were identified, 5 in science, and 8 in math. Exhibit H and F provide greater detail of each concept. Students were judged on a performance standard described as "Competent to Adequate" and "Poor". Those rated in the first area were considered to be progressing satisfactorily. Those rated "poor" were either immature or for some other reason not progressing to grade level standards. The final rating was based on cumulative data for the entire year.

The average ratings in the three areas for 246 first grade students were as follows:

CONCEPT DEVELOPMENT - GRADE ONE

	STANDARD	NUMBER STUDENTS		NUMBER CONCEPTS
Social Studies	Adequate to Competent	178	(72%)	10
	Poor	68	(28%)	
Science	Adequate to Competent	202	(82%)	5
	Poor	44	(18%)	
Math	Adequate to Competent	141	(57%)	8
	Poor	105	(43%)	

The average ratings for 60 second grade students were:

CONCEPT DEVELOPMENT - GRADE TWO

	STANDARD	NUMBER STUDENTS		NUMBER CONCEPTS
Social Studies	Adequate to Competent	48	(80%)	
	Poor	12	(20%)	16
Science	Adequate to Competent	42	(70%)	
	Poor	18	(30%)	7
Math	Adequate to Competent	45	(75%)	
	Poor	15	(25%)	6

The pattern above would be similar to any hiterogenously grouped first grade class.

The attainment of this objective is further verified by subtests of the SRA Achievement Test.

On the test at the end of the seven months of school, the mean grade equivalent for 58 second grade students based on the composite score was 3-4, with the total arithmetic G.E. being 3-5 and the total reading G.E. being 3-3 (See Table 1).

On the test administered at the end of the seventh month of school, the mean grade equivalent for 204 first grade students based on the composite score was 1-5, with the same grade equivalent holding for total arithmetic and total reading.

On the SRA post-test administered to all first grade students in the program, the following results were found (See Table 4).

a. 30.88% were above the grade level
b. 13.72% were below grade level
c. 55.39% were below grade level

On the post-test administered to second grade students in the program, the following results were found (See Table 5).

a. 86.20% were above grade level
b. 8.62% were on grade level
c. 5.17% were below grade level.

All second grade students had a mean progression of .6 between the administration of the two tests.

Approximately the same number of students were operating above grade level at the time of each testing with those above at post-test time tending to be higher above grade level. Little or no difference was noted in the number on or below grade level.

The data presented above is based primarily on growth in English. The Spanish language development was not at this level. As was pointed out under Objective 1.2B, the Spanish language development tends to be at least one year behind the English language development. Greater attention was given to oral language development in Spanish because the language development must precede development in the academic areas.

It can be concluded that this objective was achieved when related to the English language but not to the same level in Spanish. Development at the second grade level exceeded that of the first grade level.

Objective 1.4
Positive Self Concept

The children in the pilot bilingual classes will demonstrate the development of a positive self image as evidenced by self expressions, adjustment to school routine, ability to make friends and other observable overt behaviors.

The following data are presented in support of this objective. These data are based on teacher observation and cumulative records maintained through the year.

SUMMARY OF EVALUATION CHECKLIST - MEASURING GROWTH IN: POSITIVE SELF-CONCEPT
CONCEPT DEVELOPMENT

Conditions: Opinion of Cooperating and Bilingual Teachers made three times during the year October January April

Rating Scale: Competent, Adequate, Poor — The children were rated in four main areas of social development and self-expression with sub-areas for each main area.

Percentage of Growth — Teacher opinion. Measured by comparing the October ratings with the April ratings.

First Grade: 246 Children

Second Grade: 660 Children

		OCTOBER		APRIL		INCREASE		DECREASE	
		Grade One	Grade Two	Grade One	Grade Two	One	Two	One	Two
I. PERFORMANCE: Identification self/others	COMPETENT	16%	26%	27%	40%	11%	14%		
Expresses needs, feelings, ideas	ADEQUATE	59%	61%	61%	60%	2%			1%
Takes part in class discussions	POOR	25%	13%	12%	0%			13%	13%
II. SCHOOL ROUTINE: Knows people and services	COMPETENT	14%	4%	29%	27%	15%	23%		
Can locate rooms/places	ADEQUATE	68%	91%	67%	73%			1%	18%
Follows rules, regulations									
Accepts changes in routine	POOR	18%	5%	4%	0%			14%	5%
III. MAKING FRIENDS: Respects others	COMPETENT	7%	3%	20%	24%	13%	22%		
Assumes responsibilities	ADEQUATE	75%	81%	72%	75%			3%	18%
Helps and shares, takes turns	POOR	18%	16%	8%	1%			10%	4%

		OCTOBER		APRIL		INCREASE		DECREASE	
		Grade One	Grade Two	Grade One	Grade Two	One	Two	One	Two
IV. PLANNING, CARRYING OUT, EVALUATING ACTIVITIES:	COMPETENT	10%		20%	19%	10%	16%		
Leadership; pride in work; completes tasks; flexible in thinking patterns; follows sequence; inquisitive; independent	ADEQUATE	57%		61%	78%	4%			3%
	POOR	33%		19%	3%			14%	13%

In each of the main areas of social/self-concept development there was a percentage increase in the Competent Rating for the first grade children ranging from 10% to 15% and a decrease in the Poor Rating ranging from 10% to 14%. This seems to indicate that the majority of the children did become adequate and competent on the first grade level in the beginning development of a positive self-concept and growth in concept formation.

For the second grade children, the percentage increase in the Competent Rating ranged from 14% to 23% and the decrease in the Poor Rating ranged from 4% to 13%. This seems to indicate that the majority of the second grade children continued to increase their competency and continued to become more adequate in the social/self-concept development areas which they began in their first year of school. By the end of their second year all were adequate and competent in the areas of Performance and School Routine.

Based on the data presented above it is concluded that this objective was achieved. Attention is directed to Exhibit A, "Parent Attitude Survey" which indicates some support for this conclusion.

Objective 1.5
Culture Heritage

The children in the bilingual pilot classrooms will demonstrate a knowledge of the English and Spanish cultural heritage as evidenced by the ability to verbalize about and participate in stories, songs, dances, etc.

Procedures to measure this objective were inadequate other than at a very subjective level. According to teachers in the project, children were able to participate successfully in the activities described below. Successful participation is considered to be evidenced that this objective was accomplished.

ACTIVITY DESCRIPTION

CULTURAL HERITAGE

Cultural Heritage Experiences

HART - The following learning experiences were provided to develop an appreciation for Mexican American heritage.

1. Music - songs
2. Holiday stories
3. Folk tales
4. Film strips

Children discuss Mexico, instruments, and items from Mexico.

HEREFORD - CENTRAL

1. Discussion of the Pinata as a part of any fiesta
2. Christmas in Mexico
3. Listening to the folk music of Mexico
4. Discussion of Mexican food
5. A study of the Mexican Flag and the U.S. flag. One Mexican American stated "Our flag is the prettiest" referring to the U.S. flag.
6. When we sang the "number song", we had a discussion of the serape
7. Discussion of a bull fight as Mexico's National Sport

TULIA

1. Some of our children went to the fiesta of the 16th of September in Amarillo and told the group about it. I took the opportunity to explain to them why we celebrate the 16th of September.
2. In October as we celebrated Columbus's birthday, children learn that in most Latin-American countries, October 12 is known as "El dia de la Raza".

3. In December the children participated in a Pinata party and learned that this is done during Christmas by Mexican Americans as they celebrate "las posadas".

4. In March the children participated in making "cascarones" and eating capirotqda - a custom that is done in most Mexican American homes during Lent and Easter season.

5. The children learned that Mother's Day in Mexico is always observed on the 10th of May. On this special day, the children and grown-ups honor their mother by seranading them early that morning. The children made special Mother's day cards and wrote a verse in it, and learned a poem in Spanish entitled "Mi Mamita".

HEREFORD - SHIRLEY

1. Films about Mexico:
   Geography, home life, industry and occupations - film strips.

2. Spanish music - Records, singing, dances.

3. Spanish games .

4. Records with stories in Spanish.

5. Reading experience: Away We Go to Mexico (in English)
   Many books written in Spanish for reading at group time.

6. Historical significance of September 16 - Mexican Independence Day.

7. Unit on Mexico:
   Making pinatas, sombrero, serape, original pictures of bull fighting.

DIMMITT

1. We made maize (corn) tortillas in the classroom.

2. Spanish songs in the music room.

3. Children made serapes out of colors of crepe paper and wore them while singing Spanish songs.

4. Films and filmstrips on Mexico: folk tales, geography, Texas history with Mexican culture related, game and fun in Mexico.

5. Speakers came and talked about Mexican Independence Day, September 16th.

6. Spanish III class came every Monday to work with children and presented several plays in Spanish.

7. We had a Mexico Day and all children brought things from Mexico and wore clothes from Mexico.

8. Christmas in Mexico - had Pinatas at Christmas party and saw a film on the Pasada.

9. A person from community played accordian for music program and have heard other good Spanish music.

10. Stories -- folk tales of Mexico.

OPERATIONAL PROCESS

The operational phase of the project is considered to be the procedures utilized to attain the product objective specified above. The fact that these objectives were attained to the level described is considered proof that the operational process was valid for this program.

Evaluation of the Staff Development component provides additional support to this statement.

COMPONENT: Staff Development

Objectives 1.1, 1.2, and 1.3

1.1 To bring about organized teams consisting of three professional staff members (one bilingual teacher and two cooperating teachers to serve two class groups) that will cooperatively -

1. Plan a sequential bilingual program

2. Provide greater opportunity for individualized instruction

3. and develop an appreciation for the value of team efforts as measured by subjective observation

1.2 To help the project staff develop an understanding of the needs of the Mexican-American community.

1. An awareness of their own feelings and feelings of others toward minority groups

2. To recognize the problems of the Mexican-American in the Anglo society.

1.3 A. To provide for the study and selection of materials appropriate for use in a primary bilingual program leading to the development of appropriate instructional techniques for utilizing same as measured by rating scale and project coordinator observation.

A composite of the teacher's self-evaluations related to these objectives follows.

I. STRENGTH AREAS

A. Academic Development

1. More small group and individual instruction.

2. A better understanding and reinforcement of a concept when presented in two different ways by two different teachers.

3. Oral language development.

4. Reinforcement of the English language.

5. Reinforcement in Spanish for pupils unable to follow instructions in English.

6. Small group instruction in other subject areas other than just in reading.

7. Utilization of the pupil's time in supervised study with less time in unsupervised seat work activities.

8. All skills strengthened.

9. Development of an appreciation for the Anglo-American and Mexican-American cultures.

10. More help for the slower learner.

B. Positive Self-Image Development

1. A building of ego by being able to relate to two or three teachers.

2. Evidence of confidence in self--not so dependent on one teacher. A feeling of security.

3. Expression of enthusiasm and enjoyment in their work.

4. Satisfaction for Anglo students in learning a second language.

5. Satisfaction for Mexican-American students in using their first language as a learning experience.

6. Availability of someone with whom all the children can cummunicate in their first language.

7. Successes for the Mexican-American child before frustrations become the pattern.

8. Provision for relaxed time during the day.

C. Instructional Staff Development (Teacher-Team)

1. Team planning pinpoints areas of weaknesses.

2. Different ideas and methods shared when planning.

3. Area of weakness for one may be an area of strength for the other team members.

4. Less tendency to precrastinate in following a schedule - two others are depending on you.

5. Reinforcement of skills and concepts taught.

6. Opportunity to work with each other on projects and events.

7. Dedication and understanding of the bilingual teacher is catching.

8. Two or three teachers working for the interest of the same children.

9. Allows for better and more detailed preparation by the team.

Recommendations were requested from the teachers at the same time the self-evaluation was completed. These follow:

II. RECOMMENDATIONS

A. Academic Development

1. Not so much testing for evaluation.

2. SRA Achievement test too difficult for these children.

3. Begin reading and writing Spanish in the second grade because they are more accustomed to school tasks and do not seem so overwhelmed as the first graders did.

4. More creative and individual materials to use with children when not in group activities.

5. Do not use a room of repeaters for a bilingual room.

6. Set up specific outcomes for the children to accomplish.

7. Begin the bilingual instruction in the kindergarten.

8. Need system for reporting to parents, the child's progress in Spanish.

B. Positive Self-Image Development

1. Provide a definite block of time for bilingual teacher to help the Spanish-speaking children who need special help in clarifying concepts in reading, math, science, etc.

2. Use more resource people in the classroom. Use more dramatization and creative play learning activities.

3. Go on learning experience field trips.

C. Instruction Staff Development (Teacher-Team)

1. Visit another bilingual project.

2. Team plan together the year's work in summer workshop - in this way can tell if any personality clashes will occur.

3. Need a better understanding of the team teaching approach.

4. Set up specific goals which the team wishes to accomplish.

5. Daily planning together by the team.

6. Space for team planning and conferences.

7. Time to visit other area programs in the project.

8. Team effort needs to closely correlate English and Spanish.

(Teacher - Individual)

1. Each teacher should have individual desk, storage area, and filing cabinet.

2. Bilingual teacher must have teaching skills and methods of primary grade teachers if team teaching is to be accomplished.

3. The bilingual teacher should have the children to hereself in a separate room (part time at least). Both teacher and children would benefit because they would not disturb other teacher and study groups.

4. Set up a conversational Spanish class for the cooperating teachers.

A consultant evaluator was employed to visit the bilingual classes. Mrs. Keith was selected for this role because (1) she had served as a consultant-instructor in the pre-service training for this program and (2) she had served as a director for a similar project in Las Cruces, New Mexico.

Her narrative report follows a complete report including observations on each team are specific in Exhibit G.

EVALUATION REPORT

April 27 and 28, 1970

BILINGUAL LANGUAGE DEVELOPMENT PROJECT

Submitted by: Mary T. Keith

It was my general observation:

1. That administrators and teachers in the program recognized bilingual instruction as a valuable method for fostering bicultural interaction within the school and the community.

2. That the inclusion of linguistic and cultural elements of the Mexican-American heritage in the curriculum helped the student extend and enrich his knowledge, improve his peer relationships and recognize the contribution of individuals in the social and economic structure of the community.

3. That the instructional team had made significant advances in identifying the instructional procedures which were mutually supportive to the teacher and the pupils.

STRENGTHS

1. Through discussion with administrators and teachers and observation of 12 classrooms there was evidence that school curriculum was adapting to the needs of children in the community.

2. Through observation of peer relationships it was evident that children were becoming aware of their mutual cultural heritage.

3. Through encounters with parents and teachers it was evident that the larger community was becoming aware of the educational and social goals they share.

4. Through observation of teachers and children it was apparent that most of the staff demonstrated skill in teaching the Spanish and English speaking students.

RECOMMENDATIONS

1. Review and clarify instructional goals.

2. Explore more possibilities for team teaching.

3. Become better informed regarding local culture and history.

4. Study ways to improve parent participation and encourage parents to become more involved in the learning experiences of their children.

5. Learn about other bilingual programs.

6. Help teachers feel proud of their contributions toward this pioneer effort in bilingual instruction.

SUGGESTIONS

1. Teachers and administrators need to clearly identify instructional goals and specific procedures for meeting these goals for English-speaking and Spanish-speaking children at first and second grade level.

2. Teaching teams need to clearly identify their common goals and areas of responsibility.

3. Some consideration should be given the formation of a community advisory council for home-school interaction in each community.

4. Project participants should visit other bilingual programs.

5. Staff participants in this bilingual program are to be commended for their willingness to pioneer in an innovative teaching design.

These objectives were attained to a satisfactory degree. However, as is evident by the recommendations above, refinements and changes are warranted. These were considered in the Continuation Application submitted in May, 1970.

The operational process for reaching these objectives consisted mainly of a six weeks pre-service workshop and six one day inservice sessions scheduled through the year. A description of the operational process follows:

BILINGUAL LANGUAGE DEVELOPMENT PROJECT

SUMMARY OF STAFF DEVELOPMENT COMPONENT

Pre-Service Training: A six weeks workshop for project teachers was conducted at West Texas State University, Canyon, Texas from July 14 - August 22, 1969. The membership consisted of six bilingual teachers for the six weeks plus the twelve cooperating teachers for the last three weeks.

Workshop Personnel: The workshop was under the supervision of Dr. Kenneth Laycock, Dean of School of Teacher Education, West Texas State University; Huelyn Laycock, Executive Director, "PESO" Education Service Center; David Cole, Assistant Director of "PESO"; and Allegra Bush, Coordinator of the Bilingual Project. Short term consultants lectured and demonstrated teaching strategies for instructing the linguistically different learner.

Instructional Components: Qualified consultants provided teaching strategies and demonstrated materials to help the project staff develop an understanding of the needs of the Mexican-American child in a bilingual program. Instruction was given in the following areas:

A. Definition and Needs of a Bilingual Curriculum -

Victor Cruz-Aedo, Bilingual Consultant
Texas Education Agency

Dr. Severo Gomez, Assistant Commissioner of Education - Bilingual Program, Texas Education Agency

B. Child Growth and Development -

Dr. Mary Bublis, M.D.
Wayland College, Plainview, Texas

Mary Keith, Coordinator
Las Cruces, New Mexico Bilingual Project

C. Diagnostic and Instructional Materials -

Johnny Blackwell, "PESO" Reading Coordinator

Naomi Hopson, Curriculum Counselor,
Hereford, Texas

Jerri Terrell, Consultant
Miami Linguistic Series

David Cole, "PESO" Media Specialist

D. Linguistics and Language Development -

Dr. John Bordie, University of Texas

Hector Zamorano, Education Service Center
Region XVII

Mary Keith, Coordinator
Las Cruces Project

E. The Bilingual Child and Reading -

Dr. John Galvan, Texas Christian University

F. The Learning Process/Conceptual Awareness and Critical Thinking -

Mary Keith, Coordinator
Las Cruces Bilingual Project

G. Positive Self-Concept Development -

Awareness of Self and Others	- Mary Keith, Coordinator Las Cruces Bilingual Project
Puppetry	Enid Bates, Texas Tech University
Creative Drama	Carol Hollingsworth Amarillo Little Theater

H. Cultural Heritage - Dr. Severo Gomez, Assistant Commissioner of Education, Bilingual Program, Texas Education Agency

Cultural Awareness - TED-TAC, University of Texas Extension

I. Parent Involvement - Hector Zamorano, Education Service Center, Region XVII

Participant Production:

1. Reviewed ten publications concerning bilingual education and the Mexican-American community.

2. Previewed three films about the needs of the disadvantaged child.

3. Made team-teaching lesson plans for the first weeks of school.

4. Selected materials.

5. Did team-teaching and tutorial teaching for two weeks.

6. Made two video-tape teaching demonstrations and self-analysis of both tapes.

Participant Evaluation: Quotes from project teachers.

Changes I hope to make:

"To use a more effective method of teaching English to the Mexican-American children."

"To be more open-minded in my actions."

"I gained something from each consultant that I can use as a teacher of bilingual children."

"Draw out the children into speaking more, and developing more self-esteem."

"To help the Mexican-American parents feel that school is a place where the teacher is really interested in their children."

"To help the Mexican-American and Anglo parents work together for better education of their children."

"To give our Mexican-American children a pride in all the heritage that their people have contributed to the development of the Southwest."

"I've made so many changes in my thinking already. I hope I can continue."

My general impression of the sessions: Seventeen positive impressions
One negative impression

"Most of our consultants were people who had a high degree of knowledge in their subject areas and had a genuine feeling for children. I did, at times, get the feeling that some were anti-teacher and that they had never seen a good one."

"Most of the sessions have been organized and worthy of merit. I have gained new ideas and ways of approaching problems."

"I felt like we accomplished a great deal in a short time. We learned by 'doing' and evaluating from the tele-tapes."

The session least liked was the TED-TAC Sensitivity session.

Comments: The sensitivity group invoked some thought provoking ideas.

"Sensitivity-ness is like potato chips - you don't really like them, but you keep eating them."

"I don't believe sensitivity makes me feel any better."

"I don't like to feel so much 'sensitivity' and don't think children like to be so open."

INSERVICE WORKSHOPS

Five all day inservice meetings and two meetings after school were held during the year of 1969-70 to continue the staff development in the various phases of the program.

1 1/2 day	Demonstration in using H-200 Series materials--consultants, Education Service Center, Region XVII.
1/2 day	Discussed Bilingual Program with Juan Solis, Program Director--Texas Education Agency.
1 day	Demonstration in using Miami Linguistic Series--Consultant, Coordinator of Miami Linguistic Program--Ysleta, Texas
1 day	Planned Spanish Curriculum Units to be taught--Coordinator Bilingual Project--Methods of Teaching the Primary Child--Director of Head Start--"PESO".
1 day	Instructional Techniques of Teaching Spanish--Mrs. Dolores Earles, Director, Bilingual Education Project--United Consolidated Independent Schools, Laredo, Texas.

2 (2 hours each) after school--Coordinating and Evaluating the Program

COMPILATION OF EVALUATIONS OF THREE INSERVICE MEETINGS

Formal evaluation data was collected for only three of the inservice meetings. The following are compilations of teacher responses to the three meetings.

A. Degree to which you feel the objectives of the workshop were achieved.

Workshop 1--Miami Linguistic Series

8	6	
Completely	Somewhat	Not at all

Workshop 2--Learning Motivation and Selection of Spanish Units

3	5	
Completely	Somewhat	Not at all

Workshop 3--Techniques in Teaching Spanish

	8		
	Completely	Somewhat	Not at all

B. Degree to which you became aware of new method, program, or technique.

Workshop 1--	3	5	5	1
	Completely	Somewhat		Not at all

Workshop 2--			
	Completely	Somewhat	Not at all

Workshop 3--			
	Completely	Somewhat	Not at all

C. Degree to which you have applied a new method, new technique, and/or new skill learned at this meeting to your job assignment.

Workshop 1--	3	5	3	2
	Much	Some		Little

Workshop 2--	1	3	4
	Much	Some	Little

Workshop 3--	4	4	
	Much	Some	Little

D. Would you be interested in continued exploration of the topics covered?

Workshop 1	Yes 9	No 2
Workshop 2	Yes 5	No 3
Workshop 3	Yes 8	No 0

Comments: Established our direction for the year.

Workshop 1 - Answered many questions I had about the series and gave me confidence.

Workshop 3 - It gave practical ideas put to use in a bilingual situation such as ours.

COMPONENT Parent Involvement

Objectives 1.1 and 1.2

1.1 To involve community representatives and parents in an advisory capacity

1.2 To involve parents of pilot children in the school program through periodic meetings to bring about:

1. Increased awareness and interest in the bilingual project

2. Their role in the child's education and social future

These objectives were accomplished through three approaches. These are (1) parent meetings, (2) advisory committee, and (3) parent contacts through home visits, parent conferences, etc.

Represented below are parent contacts:

Type of Contact	Number of Contacts
Home visits	177
Phone	94
School Conferences	268
Group Meetings	126
Visitation (Parents visits to school)	203
Other	20
Total	888

The number of contacts equal approximately three times the number of children in the project.

A "Parent Attitude Survey" was completed by a sampling of 86 parents of pilot children. The complete survey including comments is shown in Exhibit A. Only a composite of responses are shown below:

PARENT ATTITUDE SURVEY

1. How much schooling do you wish your child (children) to receive?

Elementary_____ High School 12 College 74

2. Do you feel parents should become more closely involved with the school in educating their children? YES 67 NO 13

UNDECIDED 3

3. Do you feel free to visit the school? YES 85 NO 2

SOMETIMES 1

4. Does your child like school? YES 87 NO 0

5. Has your child enjoyed the Bilingual Program YES 83 NO 0

I THINK SO 1 VERY MUCH 1 NO ANSWER 2

6. Do you know of families who wanted their children in the Bilingual Program? YES 21 NO 60

NO COMMENT 2

If yes, how many families? 24

7. Have you helped in the classroom in the Bilingual Program?

YES .4 NO 80 NO ANSWER 3

8. Would you like to have the Bilingual Program continued?

YES 79 NO 3 NO ANSWER 3

The overall feeling about parent involvement based on teacher comments the survey instrument and other informal means was positive.

The advisory committees established for each campus met an average of three times for each school. Comments from school administrators and project teachers indicated that the committees operated in a supportive role. Committee members were involved in parental contacts, sponsored radio programs, acted as interpretors, etc.

The processes for accomplishing these objectives based on teacher reports by schools are described below:

Dimmitt

1. Sent letters before school explaining program and requesting permission.

2. Mothers met and planned all school parties.

3. Parents contributed clothing for children and teachers to wear for Mexico Day.

4. Advisory committee planned activities through the year. Planned the bilingual open house. We had four meetings.

5. Acted as translator for both open house nights (advisory committee).

6. Advisory committee also called other parents on telephone, and ran an advertisement on radio about Bilingual Education Open House.

7. Open House - Bilingual
All parents of bilingual classes came to visit their classes and sent their things from Mexico to be displayed.

8. Open House - all school
Several parents acted as interpreters, and sent their children at a specific time to act as host and hostess. They invited other parents to come and visit the bilingual rooms. All parents participated in activities planned for open house.

9. Juan Reyes played accordian for Music program.

10. Teachers showed slides of Mexico, and brought several things they have from Mexico.

11. Parent attitude forms were returned with complete answers.

12. The short course in Spanish paper was reproduced for us and a list with names and addressed was sent to be completed by parents.

13. Parents made pastry for open house.

Hart

1. We demonstrated our teaching methods and techniques. Parents and children were able to use listening posts. Refreshments were served.

2. Home visitations

3. School visits by parents

4. The administration helped in explaining the bilingual program in the community. The assistance came from various responsible Mexican families. A farmer who employs a number of Mexicans helped in encouraging his workers.

Tulia

1. Parent involvement was not as we hoped it would be. Some of our parents were involved in making goodies for the children, such as the "cairotoda."

2. Pinatas were also made by a parent.

3. Some of our parents helped in making the Christmas and Easter party a success.

4. The Parent Advisory Committee aided in encouraging parents to come to our general parent meetings.

5. Two parent meetings -
We had a Texas Education Agency speaker and a video-tape of class instruction.

Other

Third year Spanish students from Dimmitt High School tutored the bilingual classes once a week in almost a one to one basis. This helped the high school student improve his Spanish and the second grade student improve as well as be inspired. Several skits were produced during this involvement.

The bilingual classes presented a 15 minute radio broadcast of Spanish conversation, diaglogue, and songs they were learning in their classes.

CONCLUSIONS

Based on data reported in this evaluation the following general conclusions are presented.

A. The objective of the Instructional Component were achieved to a significant level. Only one objective, 1.2B, Written Language Development, Spanish was not achieved to a satisfactorily level. This one appeared to be unrealistic for first grade children as the entire year appears to be needed to develop oral language in Spanish.

B. The objectives of the Staff Development Component were achieved to a significant level. There are a number of recommendations related to this component which are being considered for implementation.

C. The objectives of the Parent Involvement Component were achieved to a satisfactory level.

D. The processes for achieving these objectives are workable. Additional refinement is needed in a number of areas but on the whole the procedures utilized are practical.

E. The evaluation design for the project needs further refinement. Measurement instruments for the Spanish language development are needed. Greater reliance on teacher judgment is the only alternative.

TABLE ONE

SYSTEM REPORT OF AVERAGE SCORES

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
04-07-70	1-2	C	Primary	C		44430-

ARITHMETIC

	Reasoning	Concepts	Computation	Total Arithmetic
	G.E. or F %ile	G.E. or F %ile	G.E. or F %ile	G.E. or F %ile
	Raw Score Sta	Raw Score Sta	Raw Score Sta	Raw Score Sta
				Growth Scale
Rg. Code N.D. No.				
GRADE 1	90 .6	N-	75	
AVG GE IQ STA	1-4	1-6	1-6	1-5
RAW SCORE MEAN	15 .9	13 .3	25 .5	54 .8
RAW SCORE S.D.	8 .0	4 .8	12 .6	21 .7
GROWTH SC. MEAN				82
QUO, G.S.-S.D.				35
N FOR AVERAGE	2 16	2 19	2 18	2 16
				TOTAL SCORED.....222
GRADE 2	93 .0	N-	56	
AVG GE IQ STA	3-2	3-5	3-5	3-5
RAW SCORE MEAN	35 .8	25 .0	53 .9	115 .1
RAW SCORE S.D.	6 .9	4 .3	6 .6	15 .0
GROWTH SC. MEAN				207
QUO, G.S.-S.D.				39
N FOR AVERAGE	59	58	59	58

TABLE ONE (cont'd)

SYSTEM REPORT OF AVERAGE SCORES

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
04-07-70	1-2	C	Primary	C		44430-
			READING			

V.P. Assn. (1-2 only)	Lang. Perc. (1-2 only)	Comprehension	Vocabulary	Total Reading	Composite
G.E. or F %ile Raw Score Sta	G.E. or F %ile Raw Score Sta	G.E. or F %ile Raw Score Sta	G.E. or F %ile Raw Score Sta	G.E. or F %ile Raw Score Sta	G.E. or F %ile Raw Score Sta
			Growth Scale	Growth Scale	Growth Scale
1-5	1-5	1-5	1-9	1-5	1-5
14 .7	72 .5	13 .4	10 .4	111 .8	167 .5
8 .3	23 .5	5 .7	4 .4	36 .0	54 .3
			144	104	88
			32	47	42
2 14	2 13	2 12	2 12	2 05	2 04
3-4	3-3	3-2	3-2	3-3	3-4
36 .0	109 .5	29 .0	23 .5	198 .1	313 .7
5 .8	10 .2	6 .5	6 .7	24 .2	34 .8
			215	219	211
			35	32	38
59	59	59	59	59	58

TABLE TWO

SYSTEM SPECIAL REPORT OF AVERAGE SCORES

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
04-07-70	1-2	C	Primary	C		44430-

ARITHMETIC

	Reasoning	Concepts	Computation	Total Arithmetic
	G.E. or F %ile	G.E. or F %ile	G.E. or F %ile	G.E. or F %ile
Rg. Code N.D. No	Raw Score Sta	Raw Score Sta	Raw Score Sta	Raw Score Sta
				Growth Scale
CODE (Mixed)				
AVG GE IQ STA	1-5	1-9	1-7	1-6
RAW SCORE MEAN	16 .3	14 .9	28 .8	59 .9
RAW SCORE S.D.	8 .4	5 .0	12 .4	23 .2
GROWTH SC. MEAN				91
QUO, G.S.-S.D.				40
N FOR AVERAGE	43	45	45	43
				TOTAL SCORED.....46
CODE (M-A)	87 .4	N- 1	26	
AVG GE IQ STA	1-2	1-5	1-5	1-4
RAW SCORE MEAN	13 .7	12 .3	23 .-	49 .2
RAW SCORE S.D.	6 .0	4 .5	11 .9	18 .2
GROWTH SC. MEAN				73
QUO, G.S.-S.D.				28
N FOR AVERAGE	1 24	1 25	1 24	1 24
				TOTAL SCORED.....126
CODE 1 (A-A)	98 .9	N-	49	
AVG GE IQ STA	1-8	1-8	1-8	1-8
RAW SCORE MEAN	21 .2	14 .5	28 .7	64 .5
RAW SCORE S.D.	9 .3	4 .3	13 .2	23 .7
GROWTH SC. MEAN				98
QUO, G.S.-S.D.				40
N FOR AVERAGE	49	49	49	49
				TOTAL SCORED.....50

TABLE TWO (cont'd)

SYSTEM SPECIAL REPORT OF AVERAGE SCORES

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
04-07-70	1-2	C	Primary	C		44430-

READING

V.P. Assn. (1-2 only)		Lang. Perc. (1-2 only)		Comprehension		Vocabulary		Total Reading		Composite	
G. E. or F Raw Score	%ile Sta	G. E. or F Raw Score	%ile Sta	G. E. or F Raw Score	%ile Sta	G. E. or F Raw Score	%ile Sta	G.E./F R.S.	%ile Sta	G. E. or F Raw Score	%ile Sta
						Growth Scale		Grw. Scale		Growth Scale	
1-6		1-6		1-5		1-9		1-5		1-6	
15	.3	75	.7	13	.3	10	.6	117	.1	177	.9
8	.2	22	.2	6	.0	4	.6	35	.6	56	.4
						146		110		95	
						33		48		44	
44		43		43		43		40		40	
1-4		1-3		1-5		1-8		1-3		1-3	
13	.0	67	.0	12	.9	10	.0	103	.6	153	.8
6	.8	22	.1	5	.1	4	.0	31	.9	45	.9
						142		93		77	
						31		41		35	
1	20	1	20	1	21	1	21	1	17	1	16
1-9		1-9		1-7		1-9		1-8		1-8	
18	.3	83	.0	14	.8	11	.2	127	.3	191	.9
10	.2	23	.4	6	.5	5	.0	39	.9	60	.5
						151		124		106	
						31		53		47	
50		50		48		48		48		48	

TABLE THREE

SYSTEM SPECIAL REPORT OF AVERAGE SCORES

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
04-07-70	1-2	C	Primary	C		44430-

ARITHMETIC

	Reasoning		Concepts		Computation		Total Arithmetic	
	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta
Rg. Code, N.D. No							Growth Scale	
CODE (MIXED)								
AVG GE IQ STA	3-4		3-4		3-8		3-6	
RAW SCORE MEAN	37	.0	24	.3	56	.3	117	.6
RAW SCORE S.D.	4	.5	4	.3	2	.0	9	.2
GROWTH SC. MEAN							213	
QUO, G.S.-S.D.							26	
N FOR AVERAGE	3		3		3		3	
							TOTAL SCORED.....3	
CODE 0 (M-A)	81	.8	N-		22			
AVG GE IQ STA	3-1		3-2		3-4		3-2	
RAW SCORE MEAN	34	.0	22	.9	52	.8	110	.5
RAW SCORE S.D.	7	.1	4	.1	6	.6	13	.9
GROWTH SC. MEAN							193	
OUO, G.S.-S.D							39	
N FOR AVERAGE	22		21		22		21	
							TOTAL SCORED.....22	
CODE 1 (A-A)	100	.8	N-		34			
AVG GE IQ STA	3-4		3-7		3-6		3-6	
RAW SCORE MEAN	36	.9	26	.4	54	.4	117	.7
RAW SCORE S.D.	6	.5	3	.6	6	.7	15	.5
GROWTH SC. MEAN							216	
QUO, G.S.-S.D							38	
N FOR AVERAGE	34		34		34		34	
							TOTAL SCORED.....34	

TABLE THREE (cont'd)

SYSTEM SPECIAL REPORT OF AVERAGE SCORES

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
04-07-70	1-2	C	Primary	C		44430-

READING

V.P. Assn. (1-2 only)	Lang Perc. (1-2 only)	Comprehension	Vocabulary	Total Arithmetic	Composite
G.E. or F	G.E. or F	G.E. or F	G.E. or F	G.E. or F	G.E. or F
%ile	%ile	%ile	%ile	%ile	%ile
Raw Score	Raw Score	Raw Score	Raw Score	Raw Score	Raw Score
Sta	Sta	Sta	Sta	Sta	Sta
			Growth Scale	Growth Scale	Growth Scale
3-2	3-2	2-8	2-6	2-9	3-2
32 .3	109 .6	27 .0	19 .0	19 .0	305 .6
8 .5	9 .5	9 .5	2 .2	2 .2	19 .7
			192	192	197
			9	9	21
3	3	3	3	3	3
3-1	2-9	2-7	2-6	2-9	3-1
33 .3	104 .9	24 .6	18 .4	181 .4	292 .1
5 .5	11 .5		6 .0	22 .9	33 .8
			188	196	187
			31	29	33
22	22		22	22	21
3-7	3-5	3-5	3-6	3-6	3-6
38 .1	112 .5	31 .9	27 .3	209 .9	327 .7
4 .5	7 .5	5 .3	4 .0	16 .8	29 .5
			235	235	226
			25	25	33
34	34	34	34	34	34

TABLE IV

SYSTEM FREQUENCY DISTRIBUTION AND LOCAL PERCENTILE NORMS

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
04-07-70	1-2	C	Primary	C		44430-

				Arithmetic							
				Reasoning		Concepts		Computation		Total Arithmetic	
G.E. INTERVAL				G.E. of f	Pctl	G.E. of f	Pctl	G.E. of f	Pctl	G.E. of f	Pctl
Range	Code	Numeric Data	Number	Raw Score	Sta	Raw Score	Sta	Raw Score	Sta	Raw Score Growth Scale	Sta
4+				1	99	1	99				
3-7	-	3-9		3	98	2	99	1	99	1	99
3-4	-	3-6		2	97	2	98			2	98
3-1	-	3-3		3	96	5	95	4	98	6	95
2-7	-	2-9		4	94	15	89	5	95	8	92
2-4	-	2-6		7	91	16	81	20	86	10	87
2-1	-	2-3		13	85	15	74	26	74	21	77
1-7	-	1-9		14	78	38	57	24	63	29	64
1-4	-	1-6		27	66	24	46	37	46	11	58
1-1	-	1-3		46	44	43	26	37	29	48	36
1-				96	01	58	01	64	01	77	01
THIRD QUARTILE				1-6		2-1		2-1		1-8	
MEDIAN				1-1		1-5		1-4		1-3	
FIRST QUARTILE				1-		1-		1-		1-1	
N FOR NORMS				2	16	2	19	2	18	2	16

TABLE FOUR (cont'd)

SYSTEM FREQUENCY DISTRIBUTION AND LOCAL PERCENTILE NORMS

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
04-07-70	1-2	C	Primary	C		44430-

READING

V.P. Assn. (1-2 only)		Lang. Perc. (1-2 only)		Comprehension		Vocabulary		Total Arithmetic		Composite	
G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile	G.E. or F Raw Score	%ile Sta
						Growth Scale		Growth Scale		Growth Scale	
1	99			1	99	2	99	1	99		
1	99	4	98							1	99
2	98	5	96	1	99	1	99	1	99	1	99
6	95	7	92	1	99	1	98	3	98	2	98
8	92	11	87	10	94	5	96	6	95	4	96
10	87	15	80	11	89	15	89	20	85	14	89
21	77	7	77	33	73	58	61	14	78	19	80
29	64	14	70	21	63	66	30	16	70	22	69
11	58	5	68	21	53	25	18	16	62	28	55
48	36	10	63	47	31	24	07	31	47	36	38
77	01	135	01	66	01	15	01	97	01	77	01

1-9	1-9	2-1	2-2	1-8	1-8
1-2	1-	1-3	1-8	1-1	1-3
1-	1-	1-	1-5		
2 14	2 13	2 12	2 12	2 05	2 04

TABLE FIVE

SYSTEM FREQUENCY DISTRIBUTION AND LOCAL PERCENTILE NORMS

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
04-07-70	1-2	C	Primary	C		44430-

	Arithmetic					
	Reasoning		Concepts		Computation		Total Arithmetic	
	G.E. or F	%ile	G.E. or F	%ile	G.E. or F	%ile	G.E. or F	%ile
G.E. Interval	Raw Score	Sta	Raw Score	STa	Raw.Score	Sta	Raw Score	Sta
Rg. Code, N.D. No							Growth Scale	
4+	14	76	26	55	17	71	13	78
3-7 - 3-9	7	64	8	41	17	42	15	52
3-4 - 3-6	14	41	3	36	3	37	12	31
3-1 - 3-3	3	36	9	21	13	15	6	21
2-7 - 2-9	4	29	5	12	4	08	8	07
2-4 - 2-6	10	12	5	03	3	03	1	05
2-1 - 2-3	4	05			1	02	2	02
1-7 - 1-9	2	02	2	01				
1-4 - 1-6	1	01			1	01	1	01
1-1 - 1-3								
1-								

THIRD QUARTILE	3-9	4-2	4-1	3-9
MEDIAN	3-5	3-8	3-7	3-6
FIRST QUARTILE	2-6	-1	3-2	3-2

N FOR NORMS

TABLE FIVE (cont'd)

SYSTEM FREQUENCY DISTRIBUTION AND LOCAL PERCENTILE NORMS

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
04-07-70	1-2	C	Primary	C		44430-

READING

V.P. Assn. (1-2 only)		Lang. Perc. (1-2 only)		Comprehension		Vocabulary		Total Reading		Composite	
G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta
						Growth Scale		Growth Scale		Growth Scale	
20	66	16	23	11	81	18	70	17	71	9	84
9	51	9	58	7	70	1	68	5	63	20	50
7	39	8	44	7	58	4	61	8	49	5	41
8	25	8	31	9	42	9	46	10	39	9	26
6	15	3	25	11	24	15	20	6	22	7	14
7	03	5	17	6	14	5	12	9	07	5	05
2	01	6	07	6	03	4	05	3	02	3	01
		3	02	1	02	2	02	1	01		
				1	01	1	01				
		1	01								

49

4-1	4-1	3-8	4-1	4-1	3-9
3-6	3-5	3-2	3-1	3-4	3-7
3-1	2-7	2-7	2-7	2-9	2-9
59	59	59	59	59	58

TABLE SIX

FREQUENCY DISTRIBUTION AND LOCAL PERCENTILE NORMS

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
11-04-69	1-2	D				44539-000 25913

ARITHMETIC

G. E. Interval	Reasoning		Concepts		Computation		Total Arithmetic	
	G.E. or F	%ile	G.E. or F	%ile	G.E. or F	%ile	G.E. or F	%ile
Rg. Code N.D. No	Raw Score	Sta	Raw Score	Sta	Raw Score	Sta	Raw Score	Sta
							Growth Scale	
4+	7	88						
3-7 - 3-9	6	78	3	95	6	90	6	90
3-4 - 3-6	2	74	2	91	5	81	6	79
3-1 - 3-3	6	64	9	76	4	74	4	73
2-7 - 2-9	4	57	14	52	16	47	14	48
2-4 - 2-6	6	47	12	31	23	07	14	24
2-1 - 2-3	12	26	8	17	2	04	9	09
1-7 - 1-9	7	14	8	04	1	02	4	02
1-4 - 1-6	5	05	1	02	1	01	1	01
1-1 - 1-3	1	04	1	01				
1-	2	01						

THIRD QUARTILE	3-4	2-9	3-1	3-2
MEDIAN	2-4	2-6	2-7	2-7
FIRST QUARTILE	1-9	2-2	2-5	2-4
N FOR NORMS	58	58	58	58

TABLE SIX (cont'd)

FREQUENCY DISTRIBUTION AND LOCAL PERCENTILE NORMS

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
11-04-70	1-2	D		D		44539-000 25913

READING

V.P. Assn. (1-2 only)		Lang. Perc. (1-2 only)		Comprehension		Vocabulary		Total Reading		Composite	
G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta
						Growth Scale		Growth Scale		Growth Scale	
4	93	6	90	4	93	6	90	3	95	1	98
3	88	2	86	4	86	4	83	2	91	2	95
7	76	12	66	3	81	2	79	5	83	4	88
5	67	5	57	2	77	8	65	9	67	10	70
12	47	10	40	10	60	13	42	11	47	14	46
17	17	5	31	12	39	7	30	14	23	13	23
6	07	8	17	9	23	5	21	7	11	10	05
1	05	4	10	9	07	6	11	3	05	1	04
1	04	2	07	1	05	2	07	2	02	2	01
2	01	3	02	2	02	3	02	1	01		
		1	01	1	01	1	01				
3-3		3-5		2-9		3-3		3-2		3-1	
2-7		2-8		2-5		2-8		2-7		2-7	
2-4		2-2		2-1		2-2		2-4		2-4	
58		58		57		57		57		57	

TABLE SEVEN

REPORT OF AVERAGE SCORES

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
11-04-70	1-2	D		D		44539-000 25913

ARITHMETIC

	Reasoning		Concepts		Computation		Total Arithmetic	
	G.E. or F	%ile	G.E. or F	%ile	G.E. or F	%ile	G.E. or F	%ile
Rg. Code N.D. No.	Raw Score	Sta	Raw Score	Sta	Raw Score	Sta	Raw Score	Sta
							Growth Scale	
GRADE 2								
AVG GE IQ STA	2-6		2-6		2-8		2-7	
RAW SCORE MEAN	29	.6	19	.5	47	.1	96	.2
RAW SCORE S.D.	8	.6	3	.2	6	.5	15	.2
GROWTH SC. MEAN							159	
GS. QUO - S.D.							35	
N FOR AVERAGE	58		58		58		58	

48

TOTAL SCORED.....58

52

TABLE SEVEN (cont'd)

REPORT OF AVERAGE SCORES

Date Tested	ACH Battery	Form	MMUT Battery	Form	Stea Level	SRA Ref. No.
11-04-69	1-2	D		D		44539-000 25913

V.P. Assn. (1-2 only)		Lang. Perc. (1-2 only)		Comprehension		Vocabulary		Total Reading		Compsosite	
G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta	G.E. or F Raw Score	%ile Sta
						Growth Scale		Growth SCale		Growth Scale	
2-8		2-8		2-6		2-7		2-7		2-8	
32	.4	100	.9	24	.7	18	.7	176	.9	272	.9
8	.3	12	.0	7	.4	7	.8	29	.9	39	.6
						191		189		170	
						43		35		31	
	58		58				57		57		57

TABLE EIGHT

PEABODY PICTURE VOCABULARY TEST
(Mental Age Reported in Months)

GRADE ONE

LANGUAGE	PRE-TEST		POST-TEST		DIFFERENCE	
	Mean	Median	Mean	Median	Mean	Median
English	58	50	71	66	+13	+16
Spanish	48	46	58	59	+10	+13

GRADE TWO

LANGUAGE	PRE-TEST		POST-TEST		DIFFERENCE	
	Mean	Median	Mean	Median	MEAN	MEDIAN
English	86	87	98	97	+12	+10
Spanish	64	55	70	63	+ 6	+ 8

TABLE NINE

SRA PRIMARY MENTAL ABILITIES TEST
GRADE ONE - SPANISH

Mental Age
(Reported in Months)

SUB-TEST	PRE-TEST		POST-TEST		DIFFERENCE	
	Mean	Median	Mean	Median	Mean	Median
Verbal Meaning	67	69	71	70	+ 4	+ 1
Perceptual Speed	81	81	97	104	+16	+21
Number Facility	63	65	76	75	+13	+10
Spatial Relations	74	77	81	82	+ 7	+ 5
Total Score	68	71	79	78	+11	+ 8

TABLE TEN

SRA PRIMARY MENTAL ABILITIES TEST
GRADE ONE - ENGLISH

Mental Age
(Reported in Months)

SUB-TEST	PRE-TEST		POST-TEST		DIFFERENCE	
	Mean	Median	Mean	Median	Mean	Median
Verbal Meaning	68	66	77	81	+ 9	+15
Perceptual Speed	84	79	91	96	+ 7	+17
Number Facility	62	72	87	80	+25	+ 8
Spatial Relations	74	76	84	82	+10	+ 6
Total Score	75	73	86	83	+11	+10

TABLE ELEVEN

SRA PRIMARY MENTAL ABILITIES TEST
GRADE TWO - TOTAL GROUP
ENGLISH MEAN SCORES

(Mental Age Reported in Months)

SUB-TEST	PRE-TEST	POST-TEST	DIFFERENCE
	Mean	Mean	
Verbal Meaning	97	113	+14
Perceptual Speed	97	112	+15
Number Facility	93	109	+16
Spatial Relations	106	117	+11
Total Score	98	114	+16

TABLE TWELVE

SRA PRIMARY MENTAL ABILITIES TEST
GRADE TWO - TOTAL GROUP
MEAN SCORE (POST-TEST, SPANISH)

(Mental Age Reported in Months)

SUB-TEST	MEAN
Verbal Meaning	92
Perceptual Speed	116
Number Facility	109
Spatial Relations	123
Total Score	110

EXHIBIT A

PARENT ATTITUDE SURVEY

1. How much schooling do you wish your child (children) to receive?

   Elementary_____ High School 12 College 74

2. Do you feel parents should become more closely involved with the school in educating their children? YES 67 NO 13

   UNDECIDED 3

   If yes, in what way?_____

   If no, why not?_____

3. Do you feel free to visit the school? YES 82 NO 2

   SOMETIMES 1

4. Does your child like school? YES 87 NO 0

   If yes, what does he (she) seem to like most about school?_____

   _____

   If no, what does he (she) dislike about school?_____

   _____

5. What subject would you particularly like to have stressed in elementary school?_____

6. If there is any area of elementary school that you feel should be receiving less emphasis, what area is it?_____

7. Is there any way you feel the school might better serve the students?

   _____

   _____

8. Has your child enjoyed the Bilingual Program?

YES 83 NO 0

I THINK SO 1 VERY MUCH 1 NO ANSWER 2

9. How has your child been affected by the Bilingual Program?

_____

_____

_____

10. Do you know of families who wanted their children in the Bilingual Program?

YES 21 NO 60 NO COMMENT 2

If yes, how many families? 24

11. Have you helped in the classroom in the bilingual program?

YES 4 NO 80 NO ANSWER 3

12. Would you like to have the Bilingual Program continued?

YES 79 Why? _____

NO 3 Why? _____

NO ANSWER 3

P A R E N T A T T I T U D E S U R V E Y

(Comment Summary)

Bluebonnet
Dimmitt
Hereford - Central
Hereford - Shirley
Tulia

1. HOW MUCH SCHOOLING DO YOU WISH YOUR CHILD (CHILDREN) TO RECEIVE?

    1. The amount that the child is able to achieve and desires.
    2. College, if they know what they are going for. If they are going to fool or just put in time (don't want them to go).

2. DO YOU FEEL PARENTS SHOULD BECOME MORE CLOSELY INVOLVED WITH THE SCHOOL IN EDUCATING THEIR CHILDREN?

A. If yes, in what way?

1. More communication.
2. More in the line of educating themselves to better understanding the education their children are getting.
3. Making sure lessons are completed and discipline is kept within reason.
4. Meetings such as these.
5. So the parents know what's going on.
6. Talk more with teachers.
7. To know what our child learns and how he behaves.
8. It would help both the parent and child to know what's going on.
9. Because it helps the child be a better student.
10. I think parents should be included (in a limited way) in the planning of school programs. At least consulted.
11. Know methods and materials used.
12. More understanding of teaching methods and more knowledge of what the individual child excels in, so they could pursue their main interest at home.
13. I would like for my children to have a good education, so I would like to visit and see for myself this is being done.
14. Not at school, but especially in supporting the policies and plans of the school. These may need questioning and the whole community maybe needs to be considered in making the policies.
15. Because students will have more concern toward their school work.
16. (Undecided answer) I feel that parents should know what the schools are doing, and should help the schools in any way possible, however, I don't think that all the parents should be trying to tell all the school faculty how to do their job any more than the school faculty should be trying to tell me how to do my job. I do trust, that the school and faculty members, like myself will always welcome new ideas and suggestions and probe them to see what kind of fruit they may bear is what has made this great nation of ours what it is today.

2. Continued

17. We would learn and understand more about education.
18. No comment.
19. Yes, by encouraging educators to become involved in more experimental programs and by assisting teachers if they ask for parental
20. Having meetings between teacher and parent.
21. P.T.A.
22. By confronting their teachers often to see in what ways they can help their child.
23. By helping my child at home with various things as in reading, etc.
24. Parental involvement.
25. The parents should have part in selecting the curriculum.
26. If parents become more interesting the child will also.
27. To realize school is important in their children's lives and the future.
28. Having P.T.A.
29. Home visits help parents to feel free to discuss their child's problems and accomplishments.
30. Work with the faculty not against.
31. As many ways as you can.
32. In the activities in the P.T. .
34. In working together whenever necessary to better educate the child.
35. The parents should feel free to ask and know what is happening in the school system.
36. Assisting with supervision and possibly paper work.
37. In helping with classroom activities.
38. Visiting the classroom and see what is being done.
39. By helping their children with some problems.
40. Interested parents, help with their children.
41. We have not marked any preference here because we feel that this should be at the teacher's discretion. If the teacher feels that we can be of service we will do what we can.
42. By keeping parents better informed of what children are doing.

B. If no, why not?

1. I feel the teacher is doing a good job and if all 30 or so parents get involved they would all have a tendency to tell the teacher how to do her job and confuse the issue.
2. Teachers are trained in that field and I feel that I am not. I feel that should a teacher need a parent's help, he will call.
3. No comments on this one.
4. Because most children feel their parents would be interfering. If some problem arises I think they should consult, otherwise I feel most teachers are most qualified than the parents.
5. He doesn't really care for that.
6. No comment - one survey.
7. Conflict of interest occurs many times when one is too closely associated with ones own child. The school should be a separate world for a child to learn in without pressure from parents. Parents should help the child only when it is in the best interest of the child.

2.B. (con't)

8. Too often there is too much interference.
9. I've been aware of no particular problem that my child has encountered in school that couldn't be handled just as well without my involvement.
10. Not unless there are adjustment or psychological problems. School, church and home are, to me, the three educators of the child and should be blended by the parents, not dominated.
11. I think too much interference can hinder the child's learning.
12. The communication between school and home seem very appropriate. If special problems arise, then parents should be intimately involved.

4. DOES YOUR CHILD LIKE SCHOOL?

A. If yes, what does he (she) seem to like most about school?

1. Reading
2. The feeling of achievement and the thought of belonging.
3. She doesn't elaborate on any one thing--seems to like all phases.
4. The teachers let children learn in ease. (Friendly teacher)
5. Everything but gum.
6. He loves his teachers especially enjoys speech and Spanish.
7. Math
8. All
9. I think most everything. . .43 responses.
10. The challenge of learning new things - acquiring new facts--math.
11. Eager to learn--enjoys association with other children.
12. Because we learn how to do things, like reading, writing, and others.
13. The association with other children. (Dislikes discipline of routine.)
14. Reading and making friends with other children.
15. Learning situations.
16. She seems to like music and counting.
17. Most everything.
18. Math
19. He seems to enjoy most everything. He doesn't voice any complaint about any particular subject.
20. Spanish. . .2 students
21. Reading
22. At moment almost everything especially learning to read.
23. How to read and hear.
24. Reading and arithmetic.
25. Talk English and coloring.
26. Writing
27. To write, to draw and the stories.
28. ToTo read and to write.
29. He likes the companionship of the others.
30. Reading, drawing, coloring

4.A. (cont'd)

31. He said, "The work, I don't like to play all the time."
32. He seems to have no dislikes at all.
33. Art, reading and spanish
34. The companionship of one another.
35. Learning to read and social contact.
36. Reading, writing, playing
37. Reading...4 commented this way.
38. Arithmetic, music, story time, going to the library.
39. Learning to do new things--anything.
40. P.E.
41. Fellowship of others there.
42. Writing
43. Reading and socializing.
44. He is excited about growing up and seems to be anxious to participate in most activities at school.

5. WHAT SUBJECT WOULD YOU PARTICULARLY LIKE TO HAVE STRESSED IN ELEMENTARY SCHOOL?

Reading..20 responses
Human relations..1 response
Math..16 responses
English..8 responses
Writing..4 responses
Bible..1 response
Foreign language..1 response
Language development..1 response
Spelling..1 response
Bilingual education..1 response
Phonics..2 responses
All..1 response
No comment..4 responses

Additional comments

1. All subjects seem to be necessary and will be presented in Bluebonnet.
2. I don't have any subject in mind--they need all they can get.
3. The programs seem to be well-balanced.
4. A child should go to school, no matter what.
5. Enthusiasm for all subjects--not particularly any one thing.
6. More science especially in the lower half of elementary school. Children need to learn more about nature. I think there would be more interest in scientific vocations if children were introduced to them earlier.
7. I think most all the subjects that need stressing are being covered.
8. To write and the stories and reading.
9. Reading and math.
10. Math and English--creative writing.
11. I would like to have art stressed.
12. Continual emphasis on math and language arts.
13. Reading (We are satisfied but feel this subject is probably most important)
14. The present program seems very good. Reading is very important; this study is being stressed. We were glad to see a second language included.
15. Reading--but I feel they should be "pushed" more in this, as they are capable of harder material and get bored without challenge. Also, math is very important.

6. IF THERE IS ANY AREA OF ELEMENTARY SCHOOL THAT YOU FEEL SHOULD BE RECEIVING LESS EMPHASIS, WHAT AREA IS IT?

1. Bilingual Program
2. I would like to see home work kept at a minimum, but if the child needs more practice, I believe in it. Most bus students have too long a day.
3. P.E., children in the elementary grades do not need P.E. They get enough exercise.
4. Less playing
5. The underprivileged, for I feel that it's just the mismanagement of funds for I know that nearly all have pretty good wages.
6. All areas are important to our children.
7. Government help on money.
8. Welfare
9. No comments..10 parents.
10. None..22 parents
11. Not sure..1 parent
12. The whole curriculum is too middle-class orientated--new teaching techniques like the bilingual program should be designed to educate those who come from underprivileged families.
13. There is none. All are necessary.
14. I don't know of one.

7. IS THERE ANY WAY YOU FEEL THE SCHOOL MIGHT BETTER SERVE THE STUDENTS?

1. No, we feel it is satisfactory as is.
2. I wish the school could provide more time in school for studying so there would be less homework at night. They get on the bus at 7:00 AM and get home at 4:45 PM. They are usually tired and need to be in bed early.
3. Field trips
4. Not to discriminate them in school rooms or playgrounds.
5. Just help the child as they need help. Listen to the child as they ask for help.
6. I think that new school programs should be carefully considered before putting them into effect and then should be continued after going into effect. Too many times new programs have been tried out on the children and then dropped before perfected. There should be enough pre-planning so as to eliminate so much confusion in the case of the children and teachers.
7. More accelerated material.
8. Yes, when they give them homework, to take time out to explain and answer questions.
9. For the teacher to explain things more clearly.
10. More classroom work.
11. I believe if the parents could obtain a better understanding of the goals aimed for, it would help the children's attitudes--I don't know how this could be done.
12. More manners
13. I think they are doing an excellent job now.
14. Yes--if they would continue the Bilingual Program and not stop it.

7. (continued)

15. No, certainly not, so far I've appreciated all the work you have put in helping everyone. It's really up to the school committee if they think you should serve the school better.
16. If the school took children as individuals, not just as groups.
17. Listen to the ones who need more help.
18. There likely could be improvements, but I am not aware of any needed. I want my children to learn and be taught in a disciplined atmosphere--so far as I can see this is being done, and both my children have liked school which speaks for itself.
19. No comments...4 students, and 3 students.
20. The schools in this area are trying to achieve this goal everyday. I think the educators are making great strides in trying to serve the students better.
21. Anglo-Mexican better balanced in classroom.
22. No, I feel that the way schools are serving the students now is good.
23. No...3 parents
24. More teachers--smaller classes.
25. Live a better life.
26. Have first a little bit more attention on each and every child.
27. Offering and experimenting with more new teaching techniques.
28. Teach to write, and read stories a little more and not so much to draw.
29. In discipline
30. In this low economic level I feel student should have morning snacks.
33. I feel the school is doing all it can.
34. Had I received a weekly list of their new Spanish words and the English translation we might have encouraged him to learn and remember better.
35. We are pleased.
36. I realize it would cost money--but I'd like to see some vacation time activity to keep up their interest and still allow time for relaxation--a weekly reading period, some sports activity or music--my kids miss school!

9. HOW HAS YOUR CHILD BEEN AFFECTED BY THE BILINGUAL PROGRAM?

1. I think he is beginning to have a better understanding of the Latin American children.
2. Feels sense of achievement.
3. She seems to be taking it in stride, though at first I felt it might be taking time from her other studies. She was not picking up her sounds in reading as I felt she should (though I am not trying to be judging as a teacher.)
4. Yes, he is interested in Spanish and takes an interest in learning it. He says the words he learns through our Mexican help.
5. Better relations between races.
6. He has enjoyed it. It has made him more interested in other subjects.
7. He likes it and is interested to learn more.

9. (Continued)

8. He has learned to count and write Spanish fluently, learned the customs of our decents.
9. No, there is no way I can tell she has been affected. She has learned a great deal with this program.
10. Enjoyed it very much--is teaching younger brother and friends to speak Spanish--is always telling what English words are in Spanish.
11. My child hasn't been affected. I believe he has benefited a lot from it. He feels a lot smarter than his brother and sisters because they didn't have this program.
12. Besides learning something, it has given my child a feeling of importance knowing that he is doing something extra.
13. She has become aware of the Spanish people and has respect for their language whereas before she thought they were "jabbering".
14. Learns about people of other races, about their speech and such.
15. He has enjoyed this, but remembers little of it to use at home--a parents' class taught in a similar way would help the parent to encourage the child to show what he has learned at home, and therefore retain more of this program.
16. Learning to speak, write, and talk English better.
17. I think this will depend on if the program is carried further in school--also, that the results will show up more later on than now. I believe it has been planned with learning towards a specific goal. I like this!
18. He seems to have better understanding of our Spanish people, their language, and ways of life.
19. It has caused more interest in school I think. She always talks about it more than the other subjects and tells of new words she has learned, trying to teach them to her sister and brother.
20. Besides being introduced to a foreign language, I feel he is more tolerant of other people and especially those of a different race.
21. He has enjoyed the Bilingual Program very much and his father is learning the Spanish along with him.
22. It seems to have increased his self-esteem and broadened his interests.
23. She has learned quite a bit of the spoken Spanish and by doing this is surely aware, or has more appreciation of other cultures.
24. Very much-- she has pride in what she has learned.
25. Well, he's not speaking fluent Spanish! I think he feels a closer kinship with his little Latin-American friends, in fact, most of his friends are Spanish speaking. I'm sure you want to know more about how it has affected his learning process, but I really think this attitude towards his little friends has been the best thing to come out of it.
26. She has been helped a lot by it.
27. Can not be determined.
28. She is not speaking enough English as I would like her to.
29. Better, because she couldn't hardly speak Spanish and now she has really learned a lot and trys to speak it more.
30. It is a challenge for her since English is her first language.
31. She seems more interested in it than in English. She can count higher and faster in Spanish than English.

9. (Continued)

32. She enjoys talking with her daddy about the Spanish words that she has learned.
33. Yes, she is able to cnnceptualize better, using English as a second language.
34. Not affected, but he has learned something the older children didn't have.
35. He is more interested in everything he does. He has learned to express himself more.
36. No change.
37. Encouraged him to accept a challenge more readily.

12. WOULD YOU LIKE TO HAVE THE BILINGUAL PROGRAM CONTINUED?

A. If yes, why?

1. Should prove to be an asset to the child.
2. Living in this area where there are so many Mexicans we need to know Spanish.
3. Better relations
5. Because it helps the children speak with the Anglo-Americans.
6. It would reinforce the first grade work and she would continue with Spanish.
7. Because I feel it'll be helpful in the years to come.
8. Because it's good for them to know more than one language.
9. Because with the increasing Spanish population it is important to communicate. If it is stopped after first grade the child will forget a lot they have learned although it will probably come back to them to a certain degree.
10. I feel this is a good program, but it would have little value if it were discontinued.
11. Because in this way the pupil learns better.
12. I feel this is the age a child will learn it. (1, 2, 3 grades)
13. I think it will someday be necessary for our children to speak Spanish.
14. It doesn't hurt anyone to know more than one language. I would like to see it available to <u>all</u> children.
15. If you start something, go through with it.
16. If dropped now, most of the boys and girls will soon forget all that has been gained this first year.
17. I feel one year could not possibly accomplish much.
18 Knowing two languages has its advantages and young children can learn more readily than they can at an older age. Also, it begins an important phase of training--that of accepting socially peoples of another race.
19. I feel it is stimulating and promotes a thinking process. Any activity that makes them think is good.
20. I think many would benefit from the second year than they have the first. They would certainly learn more spanish. No other part of their curriculum has been slighted which proves a foreign language can be added to the usual curriculum without causing undue pressure on the child.

12.A. (Continued)

21. I believe it's a good foundation for the learning of foreign languages and it's easier to learn as a child.
22. Spanish is a challenge to my child and he seems more interested in his subjects than he was in first grade.
23. I feel that the white children need to be Bilingual--that the Latins hold a distinct advantage (which they use) over a monolingual. It's our own fault not theirs; I think it might also open new fields for her when she leaves home to make her own life.
24. I think that only through the younger generation being aboe to communicate on both levels and understanding customs and ways, will there be a time when they have less dependence on the government and find that education is the major role.
25. I believe the study of languages at elementary age will help my child to understand his world at every age, and will certainly add to his fulfillment as an adult.
26. We need it and will continue to need it in our geographical area.

B. If no, why?

1. I feel it distracts somewhat and takes time for regular studies.
2. No...we already know the language fairly well.

EXHIBIT B

PARENT CONTACTS

Sept., 1969 - May, 1970

PROJECT SCHOOLS	Home Call	Phone Call	School Conference	Group Meeting	Visitation	Other
Dimmitt	47	28	85	15	69	
Hart	29	0	70	14	5	8
Tulia	53	32	13	53	45	
Hereford Bluebonnett	30	28	60	33	71	
Central	16	--	29	7	11	6
Shirley	2	6	11	4	2	6
TOTALS	177	94	268	126	203	20

EXHIBIT C

* THE EFFECTS OF ONE EXPERIMENTAL BILINGUAL PROGRAM ON VERBAL ABILITY AND VOCABULARY OF FIRST GRADE PUPILS

(Unpublished Doctoral Dissertation)

* NOTE: Only selected parts of this study are reported in this exhibit

CHAPTER I

INTRODUCTION

Purpose of the Study

The primary purpose of this study was to ascertain if there was a significant difference between the mean gain in English verbal ability based on standardized test scores of first grade Mexican-American and Anglo-American pupils who had received bilingual instruction and those who had received instruction only in English.

The secondary purpose of this study was to ascertain if there was a significant difference in the mean gain in Spanish and English vocabularies based on pretest and posttest scores made by Spanish-speaking and non Spanish-speaking first grade pupils receiving bilingual instruction.

Hypotheses of the Study

The major premise of this study was that there are no significant differences in the mean gain in English verbal ability of selected first grade Mexican-American and Anglo-American pupils enrolled in an experimental bilingual program of instruction and those not enrolled in the program. It was also premised that there is no significant difference in the mean gain in Spanish and English vocabulary of the pupils enrolled in the bilingual program as measured by the Peabody Picture Vocabulary Test. In order to evaluate these assumptions the following null hypotheses were tested:

H_o1. There is no significant difference between the mean gain in English verbal ability made by the comparative group as a whole and the mean gain in English verbal ability made by the experimental group as a whole.

H_o2. There is no significant difference between the mean gain in English verbal ability made by the Mexican-American pupils in the comparative group and their counterparts in the experimental group.

H_o3. There is not significant difference between the mean gain in English verbal ability made by the Anglo-American pupils in the comparative group and their counterparts in the experimental group.

H_o4. There is no significant difference between the mean gain in English verbal ability made by the total population of the comparative group and the Mexican-American pupils in the experimental group.

H_o5. There is no significant difference between the mean gain in English verbal ability made by the total population of the comparative group and the Anglo-American pupils in the experimental group.

H_o6. There is no significant difference between the mean gain in Spanish vocabulary made by Spanish-speaking and non-Spanish-speaking pupils in the experimental group.

H_o7. There is no significant difference between the mean gain in English vocabulary made by Spanish-speaking and non-Spanish-speaking pupils in the experimental group.

H_o8. There is no significant difference between mean pretest and posttest scores in Spanish vocabulary made by Spanish-speaking pupils in the experimental group.

H_o9. There is no significant difference between mean pretest and posttest scores in Spanish vocabulary made by non Spanish-speaking pupils in the experimental group.

H_o10. There is no significant difference between mean pretest and posttest scores in English vocabulary made by Spanish-speaking pupils in the experimental group.

H_o11. There is no significant difference between mean pretest and posttest scores in English vocabulary made by non Spanish-speaking puils in the experimental group.

H_o12. There is no significant difference in the mean gain of the total experimental group in English and Spanish vocabulary as shown by pretesting and posttesting.

H_o13. There is no significant difference in the mean gain in the English and Spanish versions of the Peabody Picture Vocabulary Test made by Spanish-speaking pupils in the experimental group.

H_o14. There is no significant difference in the mean gain in the English and Spanish versions of the Peabody Picture Vocabulary Test made by non Spanish-speaking pupils in the experimental group.

TABLE IV

ANALYSIS OF GAIN IN ENGLISH VERBAL ABILITY BETWEEN TOTAL COMPARATIVE GROUP AND TOTAL EXPERIMENTAL GROUP MEANS TABLE

Group	N	Criterion English Verbal Ability Gain Adjusted Means	Criterion English Verbal Ability Gain Un-Adjusted Means	Control SRA Total Score Means
Experimental ----------	170	5.569	6.059	78.212
Comparative----------	281	6.065	5.769	89.053

TABLE VI

ANALYSIS OF GAIN IN ENGLISH VERBAL ABILITY BETWEEN MEXICAN AMERICANS IN THE COMPARATIVE GROUP AND MEXICAN AMERICANS IN THE EXPERIMENTAL GROUP MEANS TABLE

Group	Criterion English Verbal Ability Gain N.	Adjusted Means	Un-Adjusted Means	SRA Total Score Means
Experimental----------	120	6.646	6.950	70.300
Comparative ----------	141	7.287	7.028	81.035

TABLE VIII

ANALYSIS OF GAIN IN ENGLISH VERBAL ABILITY BETWEEN ANGLO AMERICANS IN THE COMPARATIVE GROUP AND ANGLO AMERICANS IN THE EXPERIMENTAL GROUP MEANS TABLE

Group	Criterion English Verbal Ability Gain N	Adjusted Means	Un-Adjusted Means	Control SRA Total Scores Means
Experimental----------	50	3.923	3.920	97.200
Comparative ----------	140	4.499	4.500	97.128

TABLE X

ANALYSIS OF GAIN IN ENGLISH VERBAL ABILITY BETWEEN TOTAL COMPARATIVE GROUP AND MEXICAN AMERICANS IN THE EXPERIMENTAL GROUP MEANS TABLE

Group	N	Criterion English Verbal Ability Gain: Adjusted Means	Criterion English Verbal Ability Gain: Un-Adjusted Means	Control SRA Total Score: Means
Experimental	120	6.010	6.950	70.300
Comparative	281	6.170	5.769	89.053

TABLE XII

ANALYSIS OF GAIN IN ENGLISH VERBAL ABILITY BETWEEN TOTAL COMPARATIVE GROUP AND ANGLO AMERICANS IN THE EXPERIMENTAL GROUP MEANS TABLE

Group	N	Criterion English Verbal Ability Gain: Adjusted Means	Criterion English Verbal Ability Gain: Un-Adjusted Means	Control SRA Total Score: Means
Experimental	50	4.507	3.920	97.200
Comparative	281	5.664	5.769	89.053

TABLE XIII

PEABODY PICTURE VOCABULARY TEST
T-TEST SUMMARY TABLE

Hypotheses	Variable	Group	N.	Mean	SD	Group	N.	Mean	SD	t
H_o6	Spanish Vocabulary Gain	Anglo American	50	12.64	20.30	Mexican American	120	5.62	10.35	2.32*
H_o7	English Vocabulary Gain	Anglo American	50	3.96	5.03	Mexican American	120	8.18	8.72	3.95**
H_o8	Spanish Vocabulary	Posttest Mexican American	120	49.38	9.79	Pretest Mexican American	120	43.76	9.24	4.57**
H_o9	Spanish Vocabulary	Posttest Anglo American	50	40.24	18.99	Pretest Anglo American	50	27.60	12.70	3.91**
H_o10	English Vocabulary	Posttest Mexican American	120	49.79	9.41	Pretest Mexican American	120	41.62	11.00	6.19**
H_o11	English Vocabulary	Posttest Anglo American	50	62.70	8.16	Pretest Anglo American	50	58.74	7.05	2.60*
H_o12	Total P.P.V.T. Gain	Spanish	170	7.68	14.32	English	170	6.93	8.04	0.593
H_o13	Mexican American P.P.V.T. Gain	Spanish Version Vocabulary Test	120	5.62	10.35	English Version Vocabulary Test	120	8.18	8.72	2.07*
H_o14	Anglo American P.P.V.T. Gain	Spanish Version Vocabulary Test	50	12.64	20.35	English Version Vocabulary Test	50	3.96	5.03	2.93**

** Significant at the .01 level
* Significant at the .05 level

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

SUMMARY

The purpose of this study was to determine the effectiveness of a selected bilingual program on increasing English verbal ability and Spanish and English vocabularies of selected forst grade Mexican-American and Anglo-American pupils.

The study was limited to the total first grade populations of five schools in three towns in West Texas. Four hundred fifty-one pupils were involved in the study with 170 pupils enrolled in the experimental bilingual program and the 281 pupils not enrolled in the program used as a comparative group. Approximately 60 percent of the populations were Mexican-Americans who came from an environment in which the dominant language was Spanish.

The bilingual program used a team teaching approach having one bilingual teacher working with two cooperating teachers. The bilingual teacher was assigned to a class group for two hours daily with 50 percent of the time spent in instruction in Spanish and the remaining 50 percent of time spent in instruction in English. Instruction for the remainder of the school day was primarily in English under the guidance of the cooperating teacher only.

The Science Research Associates Primary Mental Abilities Test was used as a control variable. There were no differences in age, sex, minimum days in attendance, and socioeconomic level between the two groups. Analyses of covariance were computed to test five null hypotheses concerned with mean gain in English verbal ability of the experimental and comparative groups. Data were obtained from pretest and posttest scores on the Science Research Associate Verbal Meaning Test. The Mexican-American pupils in both groups had greater mean gain than the Anglo-American pupils, however, they began and ended with less English verbal proficiency than the Anglo-American pupils. Statistical analysis revealed that there was no significant difference in mean gain in English verbal ability between the total experimental group and the total comparative group which indicated that time spent on Spanish language development in the bilingual program had not penalized the Mexican-American and Anglo-American pupils in English verbal ability.

Within the experimental group, the Peabody Picture Vocabulary Test was used as a pretest and posttest in English and Spanish to ascertain mean gain in English and Spanish vocabularies. The test was used to test nine null hypotheses. The analysis indicated that there was no significant difference between mean gain in Spanish and English vocabularies. Both Mexican-American and Agnlo-American pupils made a significant gain in both Spanish and English vocabulary. Mexican-American pupils made a higher mean gain in English vocabulary while Anglo-American pupils made a higher mean gain in Spanish vocabulary.

Conclusions

Based upon the findings of this sutdy which was limited to the effects of one bilingual program on English verbal ability and English and Spanish vocabularies of first-grade pupils in five elementary schools located in three West Texas towns, the following conclusions are presented:

1. Although Mexican-American and Anglo-American first-grade pupils enrolled in a bilingual program of instruction spent at least one hour a day in Spanish language development, there was no significant difference in their mean gain in English verbal ability and that made by pupils not enrolled in the program.

2. The analysis of data indicated that there was no significant difference between the mean gain in English verbal ability made by the Mexican-American pupils in the comparative group and their counterparts in the experimental group, and also that there was no significant difference between the mean gain made by Anglo-American puils in the comparative group and their counterparts in the experimental group. These findings seem to suggest that neither the Mexican-American nor Anglo-American pupil has been penalized in English verbal ability by being enrolled in a bilingual program of instruction. These results further suggest that the pupils enrolled in the bilingual program have had the added bonus of language development in Spanish.

3. Many Spanish-speaking puils have not attained a degree of English verbal proficiency comparable to that of their English-speaking counterparts according to the mean test scores obtained from the Science Research Associates Verbal Meaning Test.

4. Within the experimental group, Mexican-American pupils had a significantly higher mean gain in English vocabulary than the Anglo-American pupils while the Anglo-American pupils had a significantly higher mean gain in Spanish vocabulary than the Mexican-American pupils. Mexican-American pupils also made a higher mean gain on the English version of the vocabulary test while the Anglo-American pupils made a higher mean gain on the Spanish version of the vocabulary test. These statistical findings suggest that the less proficient a pupil is in a language, the more he may develop in an instructional program such as this one.

5. The statistical findings of this study which indicated no significant difference in the mean gain of the total experimental group between English and Spanish vocabularies imply that the existing differences of greater gain in Spanish made by Anglo-Americans and greater gain in English made by Mexican-Americans became statistically balanced when treated as a total group.

6. According to the Peabody Picture Vocabulary Test mental age scores, the total experimental group had a mean gain of ten months in Spanish vocabulary and a mean gain of one year, two months in English vocabulary. Within the experimental group the Mexican-American pupils had a mean gain of eight months in Spanish vocabulary and a mean gain of one year, one month in English vocabulary, while the Anglo-American pupils had a mean gain of one year, one month in Spanish vocabulary and a mean gain of nine months in English vocabulary.

7. There is a dearth of testing instruments which are adequate for measuring language development of pupils belonging to different ethnic groups.

EXHIBIT D

ABSENTEE REPORTS BY SCHOOL

ABSENTEES	DAYS									
	More than 40 days	40-35	35-30	30-25	25-20	20-15	15-10	10-5	Less 5	0
Shirley	1	2	0	3	2	9	1	14	6	2
Bluebonnet	1	1	0	1	3	3	17	22	7	1
Central		-	-	2	6	5	9	11	7	1
Dimmitt 2nd Grade							8	9	34	14
Hart						4	5	14	18	1
Tulia	3	1	1	3	4	8	7	17	13	4
TOTAL	5	4	1	9	15	29	47	87	86	23

EXHIBIT E

EVALUATION OF TEAM APPROACH
1969-70

Bilingual Language Development Project
By: Bilingual and Cooperating Teachers in the Project

I. STRENGTH AREAS

A. Academic Development

1. More small group and individual instruction
2. A better understanding and reinforcement of a concept when presented in two different ways by two different teachers.
3. Oral language development.
4. Reinforcement of the English language.
5. Reinforcement in Spanish for pupils unable to follow instructions in English.
6. Small group instruction in other subject areas other than just in reading.
7. Utilization of the pupil's time in supervised study with less time in unsupervised seat work activities.
8. All skills strengthened.
9. Development of an appreciation for the Anglo-American and Mexican-American cultures.
10. More help for the slower learner.

B. Positive Self-Image Development

1. Building of ego by being able to relate to two or three teachers.
2. Evidence of confidence in self--not so dependent on one teacher. A feeling of security.

II. RECOMMENDATIONS

A. Academic Development

1. Not so much testing for evaluation.
2. SRA Achievement test too difficult for these children.
3. Begin reading and writing Spanish in the second grade because they are more accustomed to school tasks and do not seem so overwhelmed as the first graders did.
4. More creative and individual materials to use with children when not in group activities.
5. Do not use a room of repeaters for a bilingual room.
6. Set up specific outcomes for the children to accomplish.
7. Begin the bilingual instruction in the kindergarten.
8. Need system for reporting to parents, the child's progress in Spanish.

B. Positive Self-Image Development

1. Provide a definite block of time for bilingual teacher to help the Spanish-speaking children who need special help in clarifying concepts in reading, math, science, etc.

STRENGTH AREAS (cont'd)

3. Expression of enthusiasm and enjoyment in their work.

4. Satisfaction for Anglo students in learning a second language.

5. Satisfaction for Mexican-American students in using their first language as a learning experience.

6. Availability of someone with whom all the children can communicate in their first language.

7. Successes for the Mexican-American child before frustrations become the pattern.

8. Provision for relaxed time during the day.

C. Instructional Staff Development (Teacher-team)

1. Team planning pinpoints areas of weaknesses.

2. Different ideas and methods shared when planning.

3. Area of weaknesses for one may be an area of strength for the other team members.

4. Less tendency to procrastinate in following a schedule - two others are depending on you.

5. Reinforcement of skills and concepts taught.

6. Opportunity to work with each other on projects and events.

7. Dedication and understanding of the bilingual teacher is catching.

8. Two or three teachers working for the interest of the same children.

9. Allows for better and more detailed preparation by the team.

RECOMMENDATIONS (cont'd)

2. Use more resource people in the classroom. Use more dramatization and creative play learning activities.

3. Go on learning experience field trips.

C. Instruction Staff Development (Teacher-team)

1. Visit another bilingual project.

2. Team plan together the year's work in summer workshop - in this way can tell if any personality clashes will occur.

3. Need a better understanding of the team teaching approach.

4. Set up specific goals which the team wishes to accomplish.

5. Daily planning together by the team.

6. Space for team planning and conferences.

7. Time to visit other area programs in the project.

i. Team effort needs to closely correlate English and Spanish.

(Teacher-Individual)

1. Each teacher should have individual desk, storage area, and filing cabinet.

2. Bilingual teacher must have teaching skills and methods of primary grade teachers if team teaching is to be accomplished.

3. The bilingual teacher should have the children to herself in a separate room (part time at least). Both teacher and children would benefit because they would not disturb other teacher and study groups.

4. Set up a conversational Spanish class for the cooperating teachers.

D. Parent Involvement

D. Parent Involvement

1. Have parents make things for room.

2. Have parents provide entertainment for room several times during the year.

3. Use parents as resource people and to help with field trip learning experiences.

4. Regular meetings in which parents make some suggestions as to how they can help and teachers suggest ways that parents can help.

COMMENTS:

1. The Bilingual teacher should be a native speaker of this area for a person of this type would probably be more acquanited with these children's problems that I was or am for that matter. However, I do have first hand experience with these people of Mexico. Maybe scholarships could be given to a Mexican-American who would be a teacher and to into this program upon graduation.

2. I have enjoyed the year, and I believe this approach can work.

3. I have enjoyed the program and think all the children as well as the cooperating teachers have benefited from it and can do a better job next year.

4. We feel that we have not been able to offer the same experiences to our first grade children that we normally do in the way of supplementary reading, dramatizationa, etc., however, we are unable to assess the value of added experiences, and to really know which is more helpful to the child. Only time and a close follow-up might really prove this.

5. At this point we cannot really say that we believe bilingual education holds the answer for the learning problems of the bilingual child. Perhaps we have expected too much with one year, but we cannot see significant advantages these children have over similar children in other first grade rooms within our own building.

5. Team teaching can be worked if the people involved are compatible and go into the experience openly. Our "group" has been very successful in this respect.

EXHIBIT F

CONCEPT DEVELOPMENT CHECKLIST

SOCIAL STUDIES: GRADE ONE

TOTAL: 10 FIRST GRADES

CONCEPTS:	PERFORMANCE RANGE: Competent to Adequate Inclusive	Poor	Total
The child shall develop knowledge, understandings, and values that contribute to positive and desirable patterns of behavior and promote ideals of democratic citizenship from content stressing the following broad concepts of interdependence among members of the family and workers in the neighborhood.			
1. People everywhere live together in family groups	182	64	246
2. Members of a family learn from one another, help and care for one another	194	52	246
3. All families need shelter The kind of shelter that is suitable for one climate is often not suitable for another climate	230	16	246
4. All families need food The ways families get food depend on their environment	241	5	246
5. Families everywhere need clothing Clothing varies according to climate, seasonal changes, day-to-day, temperature variations, materials available.	227	19	246
6. People in families need to make plans and to have rules to provide for safety of their members	151	95	246
7. Our nation, the United States, is made up of many people The flag of the United States is a symbol of our nation The salute to the flag is a promise of allegiance to our nation Special days (holidays) reflect historic values and contributions of certain individuals to our country's greatness	144	102	246
8. The people of our nation must follow rules for safety and preservation of our natural resources	87	159	246
9. Many people help make our nation a good place to live All workers depend on other workers for goods and services	125	121	246
10. The people in our nation are alike in some ways and different in others Whether they are different or alike, the people in our nation are all Americans	202	44	246

EXHIBIT F (cont'd)

CONCEPT DEVELOPMENT CHECKLIST

SCIENCE: GRADE ONE

CONCEPTS:	PERFORMANCE RANGE:		
The child can name, identify, distinguish between and -when relevant-arrange, demonstrate, construct, and compare by:	Competent to Adequate Inclusive	Poor	Total
1. Observing			
Objects by color, shape, texture, and size Different temperatures Objects moving or not moving Similarities and differences in sounds, in orders, and in tastes	198	48	246
2. Using Space/Time Relationships			
Object of two-dimensional shapes in his environment Directions up, down, back, right, and left Body movements other than locomotion Time intervals - hour, day, week, calendar	187	59	246
3. Classifying			
Objects according to criterion such as size, shape, color, texture, use Similarities and differences in physical behavioral characteristics of common plants and animals	172	74	246
4. Determining that the world around us changes			
Seasons change Weather changes	228	18	246
5. Determining that plants and animals are living Things			
Living things grow and move Living things must have food and water	225	21	246

CONCEPT DEVELOPMENT CHECKLIST

MATHEMATICS: GRADE ONE

CONCEPTS: The child is able to demonstrate and use the following mathematical concepts of:	PERFORMANCE RANGE: Competent to Adequate Inclusive	Poor	Total
1. Sets Cne-to-one correspondence Equivalent and nonequivalent Union of sets, subsets, and set separation	195	51	246
2. Numbers and Numerals Abstracting cardinal numbers from equivalent sets Understanding numbers 0-100 Reading and writing numerals 0-100 Counting by ones, tens, fives, and twos	151	95	246
3. Place Value Use of ten digits 0-9 Place value numerals 0-100	137	109	246
4. Order and Relations Comparing numbers Symbols for greater than, less than equal order of whole numbers "One-more" and "one-less" patterns Ordinal numerals first-tenth	118	128	246
5. Addition of Whole Numbers Addition combinations through 18 Properties of Addition Additive property of zero	152	94	246
6. Subtraction of Whole Numbers Finding missing addend Set separation Comparison Subtraction combinations through 18 Inverse relation between addition and subtraction Subtracting zero and a number from itself	152	94	246
7. Fractional Numbers and Fractions Parts of a whole Fractional numbers and numerals for: one-half, one-third, one-fourth -1/2, 1/3, 1/4	98	108	246
8. Measurement Money - penny, nickel, dime Time - hour, half-hour, day, week, month Linear measure - inch, foot	125	121	246

EXHIBIT G

Mrs. Mary Keith, Las Cruces, New Mexico was employed in April, 1970, to visit each classroom in the pilot project. She was asked to provide a written report giving attention to three areas, i.e., general observation, strengths of the program and team effort, and recommendations for improvement.

She was also asked to submit a written report related to specific criteria (See Exhibit J Rating Scale) based on her observation of each teacher. This function was a past measure to compare with a pre-measure completed by Mrs. Keith during the pre-service workshop, 1969.

Her overall Evaluation Report is reported in Exhibit J. A summary of her report on teachers, pre and past, is summarized by teams in Exhibit J, Rating Scale. The pre-measure as completed in an academic setting during the pre-service workshop and the past measure was completed after classroom observation. Individual reports on each teacher are on file. Only strength areas and recommendations are compiled by team in Exhibit J.

EVALUATION REPORT

April 27 and 28, 1970

BILINGUAL LANGUAGE DEVELOPMENT PROJECT

Submitted by: Mary T. Keith

It was my general observation:

1. That administrators and teachers in the program recognized bilingual instruction as a valuable method for fostering bicultural interaction within the school and the community.

2. That the inclusion of linguistic and cultural elements of the Mexican-American heritage in the curriculum helped the student extend and enrich his knowledge, improve his peer relationships and recognize the contribution of individuals in the social and economic structure of the community.

3. That the instructional team had made significant advances in identifying the instructural procedures which were mutually supportive to the teacher and the pupils.

EVALUATION REPORT (cont'd) EXHIBIT (cont'd)

STRENGTHS AREAS

1. Through discussion with administrators and teachers and observation of 12 classrooms there was evidence that school curriculum was adapting to the needs of children in the community.

2. Through observation of peer relationships it was evident that children were becoming aware of their mutual cultural heritage.

3. Through encounters with parents and teachers it was evident that the larger community was becoming aware of the educational and social goals they share.

4. Through observation of teachers and children it was apparent that most of the staff demonstrated skill in teaching the Spanish and English speaking students.

RECOMMENDATIONS

1. Review and clarify instructional goals.

2. Explore more possibilities for team teaching.

3. Become better informed regarding local culture and history.

4. Study ways to improve parent participation and encourage parents to become more involved in the learning experiences of their children.

5. Learn about other bilingual programs.

6. Help teachers feel proud of their contributions toward this pioneer effort in bilingual instruction.

SUGGESTIONS

1. Teachers and administrators need to clearly identify instructional goals and specific procedures for meeting these goals for English-speaking and Spanish-speaking children at first and second grade level.

2. Teaching teams need to clearly identify their common goals and areas of responsibility.

3. Some consideration should be given the formation of a community advisory council for home-school interaction in each community.

4. Project participants should visit other bilingual programs.

5. Staff participants in this bilingual program are to be commended for their willingness to pioneer in an innovative teaching design.

TEAM EVALUATION

TEAM I

Teacher A

STRENGTH AREAS

A. The teacher and children were enthusiastic.

B. The organization of group activity indicated team planning and cooperation.

C. The cooperating and bilingual teacher were supportive of each other. Each teacher reinforced language skills.

D. Pictures, captions, charts and puppets supported the bilingual curriculum.

E. Children responsed in Spanish and in English.

RECOMMENDATIONS

A. Analyze and evaluate team efforts in terms of staff development and pupil achievement.

TEAM I

Teacher B

STRENGTH AREAS

A. Good rapport with children.

B. Creative and original pictures centered on story theme.

C. Science activity on ants.

D. English language development through group experience story.

E. Playhouse center was provided.

RECOMMENDATIONS

A. Help children become more aware of language.

B. Help children value their bilingualism.

C. Build child's self-concept through visible evidence of Spanish pictures and stories.

TEAM I

Teacher C

STRENGTH AREAS

A. Surroundings indicated acceptance of Spanish and English language.

B. Bilingual teacher and cooperating teacher had excellent working relationship.

C. Children were responsive and verbal interaction was encouraged.

D. Puppets were used to motivate conversation.

RECOMMENDATIONS

A. Encourage Spanish-speaking students to model patterns of speech for English speaking child and vice versa.

B. More charts and pupil stories in both languages.

C. Reinforce oral language with many experiences.

TEAM II

Teacher A (absent on day of visit)

TEAM II

Teacher B

STRENGTH AREAS

A. Children were encouraged to express color and design in original pictures with colored construction paper cutouts mounted on large sheets of paper (12" x 18").

B. Teacher was encouraging and supportive. All statements were reinforcing and positive.

C. The bilingual aide appeared sensitive to child's need and supplied help in the Spanish language. Her assistance appeared to reinforce the child's self-concept.

D. Children were attentive in structured audience setting but reluctant to respond. In an unstructured setting they were responsive and eager to interact.

RECOMMENDATIONS

A. Continue creative expression as motivation for language development.

B. Utilize child's background of information and language to strengthen his self-concept.

C. Provide opportunities for language patterning and group response to pictures, stories, etc.

D. Be aware of the quality of language by developing language models.

TEAM II

Teacher C

STRENGTH AREAS

A. Room was neat and well arranged.

B. Books and pictures were accessible to children.

C. Color cards were in Spanish and English.

TEAM II

STRENGTH AREAS (cont'd)

D. Children's pictures were creative.

E. Counting activities supported by concrete objects.

F. Cooperating teacher and bilingual teacher had planned an oral language experience with the class based on childrens pictures.

G. Teacher gave individual assistance.

RECOMMENDATIONS

A. Encourage independent activity.

B. Diagnose number skills and provide successful experiences for each child.

C. Utilize the Spanish language to insure comprehension of number concepts.

D. Value the linguistic contributions of all students.

TEAM III

Teacher A

STRENGTH AREAS

A. Mr. Moreno had excellent rapport with the children.

B. His interest and enthusiasm for the story created a similar response among the children.

C. Peer relationships were friendly and accepting.

RECOMMENDATIONS

A. Both English-speaking and Spanish-speaking children would profit from a presentation of the vocabulary words and phrases in Spanish and English prior to telling the story.

B. Encourage children to help tell phrases of the story for example, "I'll huff and I'll puff", "Not by the hair of my chinney chin chin."

TEAM III

Teacher B

STRENGTH AREAS

A. Evidence of team planning and cooperation.

B. Language area had record player, books and pictures.

C. Bilingual teacher had excellent rapport with the pupils.

D. Students had good Spanish accent.

E. Students were reading Spanish words and sentences.

F. Language patterning provided reinforcement.

RECOMMENDATIONS

A. Continue language patterning activities which emphasize a meaningful concept, such as "Spring is a season of the year."

B. Have children help with the translation of words, phrases and sentences.

C. Surround children with captions and labels in both languages.

TEAM III

RECOMMENDATIONS (cont'd)

D. Begin reading experience charts and stories. Record language patterns on chart tablet so children can refer to them at other times.

E. Improve manuscript writing.

TEAM III

Teacher C

STRENGTH AREAS

A. Team cooperation appeared satisfactory.

B. Language centers had bulletin board with Spanish captions, some books and records.

C. Teacher-pupil interaction was excellent.

D. Teacher was well prepared for lesson.

RECOMMENDATIONS

A. Language center should encourage more independent activity through charts, labels, games, etc.

B. Use listening center for individual and small group activities.

C. Encourage children to write their own ideas in English and Spanish.

TEAM IV

Teacher A

STRENGTH AREAS

A. Teacher was encouraging and supportive. Teacher-pupil interaction was superior.

B. Children appeared highly accepting and supportive of each other.

C. Children and teacher were enthusiastic. Learning was fun.

D. The language center room contained stories, charts, books, puppets, pictures with captions, games in Spanish and English.

E. The cooperation of the team was highly commendable.

RECOMMENDATIONS

A. Continue the team planning and evaluation.

B. Arrange room and chairs to accomodate the total group.

TEAM IV

Teacher B

STRENGTH AREAS

A. The teacher was enthusiastic and children were happy and responsive.

B. The learning climate was highly desirable (many centers of interest, science, math, art, drama, library).

C. Children were writing riddles in spanish and translating them into English. The Spanish language was reinforced through vocabulary charts, phrase cards and bulletin boards.

RECOMMENDATIONS

A. Continue to value the total team efforts. Remain open to new ideas.

B. A commendation is due this outstanding team effort.

TEAM IV

Teacher C

STRENGTH AREAS

A. Communication in spanish and English appeared to be a natural and on-going approach to learning.

B. The teacher reinforced Spanish language skills.

RECOMMENDATIONS

A. Continue to reinforce bilingualism.

B. Continue team approach to instruction.

TEAM V

Teacher A

STRENGTH AREAS

A. Enthusiastic in presentation.

B. Good rapport with students.

C. Good rapport with cooperating teachers.

D. Evidence of bilingual instruction - numbers, colors, story books, poems, writing lesson, etc.

E. Evidence of team planning. Children read science concepts in English and discussed them in Spanish.

F. Sentence strips and flashcards provided reading in Spanish.

RECOMMENDATIONS

A. Encourage pupil independence.

B. Make children's stories into books. Translate sentences on the same page.

C. Encourage more oral language to strengthen conversational skills.

D. Utilize skills of total team for dealing with learning problems of all the children.

TEAM V

Teacher B

STRENGTH AREAS

A. The room was neat and attractive.

B. Children appeared busy and happy.

C. Listening center was being used by small group of children.

TEAM V

RECOMMENDATIONS

A. Provide wide variety of self-teaching materials - puzzles, books, pictures, labels, records, etc.; readiness materials, pictures and objects for sorting and classifying.

B. Invite parents and upper grades to assist with language patterning activities to increase opportunities for oral expression.

C. Plan ways to better utilize skills of the team.

TEAM V

Teacher C

STRENGTH AREAS

A. A happy productive learning climate prevailed.

B. Learning goals had been modified to fit program objectives.

C. A good working relationship existed with the bilingual teacher.

RECOMMENDATIONS

A. Encourage children to read and write in the language they know best first then begin translations.

B. Plan to make maximum use of teaching team.

TEAM VI*

STRENGTH AREAS

A. There was good rapport between the cooperating and bilingual teachers.

B. Room environment was conducive to independent learning activities.

C. Two members of the team expressed their enthusiasm and support of bilingual instruction.

D. Parent involvement was actively maintained.

RECOMMENDATIONS

A. Language experience stories should be an on-going activity to help all children form relationships between the spoken and the written language.

B. A language center would emphasize listening, translating, speaking and recording two languages.

* One member of team ill, report based on discussion and observation of English development.

EXHIBIT H

CONCEPT DEVELOPMENT CHECKLIST

SOCIAL STUDIES: GRADE TWO

TOTAL: 2 SECOND GRADES

CONCEPTS:	PERFORMANCE RANGE: Competent to Adequate Inclusive	Poor	Total
The child shall develop knowledge, understandings, and values that contribute to positive and desirable patterns of behavior and promote ideals of democratic citizenship from content stressing the broad concepts of community living that extend time, distance, and location relationships; that consider relationships among neighborhoods; that extend the understanding of interdependence among workers; and that emphasize the interrelatedness of activities involved in transportation, communication, and provision of food, shelter, clothing.			
1. People live in groups called communities and share many facilities	60	0	60
2. Communities are alike in some ways and different in others	14	46	60
3. People are interdependent All people need food, clothing, and shelter and depend on one another to get these needs	60	0	60
4. Some workers in community produce goods and others produce services	56	4	60
5. A community has places of worship, places for learning, and places for fun	60	0	60
6. There are communities in all parts of the world They are alike in some ways and different in others	44	16	60
7. Traveling is important to people everywhere People travel for many reasons and use many means of transportation	60	0	60
8. People adapt their methods of transportation to their environment	48	12	60
9. Man has continued to find ways to improve transportation	48	12	60
10. Expanded transportation facilities help a community grow by bringing ideas and goods	14	26	60

SOCIAL STUDIES: GRADE TWO

CONCEPTS:

11. Communication is one of man's basic needs	60	0	60
12. There are many ways to communicate and messages can be sent great distances	60	0	60
13. Communication makes work easier	32	28	60
14. Rules are essential in human interaction	60	0	60
15. Everyone in the community must accept responsibility for making and obeying laws	60	0	60
16. Members of community have responsibility to make their community a better place to live	30	30	60

CONCEPT DEVELOPMENT CHECKLIST

SCIENCE: GRADE TWO

CONCEPTS: The child will learn processes of scientific inquiry and will be able to approach human behavior, social structure, and the claims of authority with disciplined form of curiosity by:	PERFORMANCE RANGE: Competent to Adequate Inclusive	Poor	Total
1. Observing Objects, or change in objects by using several of the senses Weather conditions and temperature Properties of magnets Changes in color of plants	30	0	60
2. Using Space/Time Relationships Symmetry of objects Common environmental objects such as animals in terms of two- and three-dimensional shapes Angles, directions, and distance Time intervals - minutes, seconds; Differences in time-intervals	30	30	60
3. Classifying Characteristics of living and nonliving things Variations in objects of same kind	60	0	60
4. Communicating Identifying objects by properties Graphing Physical changes in characteristics of objects Changes in plants	42	18	60
5. Determining that the four seasons change in repeated order and plants and animals are affected by the changes	54	6	60
6. Determining that weather changes Invisible water vapor in the air Water vapor changes	42	18	60
7. Realizing that the earth has a shape, turns on its axis, and revolves around the sun	42	18	60

EXHIBIT H (cont'd)

CONCEPT DEVELOPMENT CHECKLIST

MATHEMATICS: GRADE TWO

CONCEPTS: The child is able to demonstrate and use the following mathematical concepts of:	PERFORMANCE RANGE: Competent to Adequate Inclusive	Poor	Total
1. Number and Numerals One-to-one matching Recognizing sets and numerals to 99 Inequalities Order Number line-ordinal numbers	48	12	60
2. Sums to 18 Associative property Families of facts Number patterns	48	12	60
3. Measurement Lines and curves Linear measurement One-half Sets, units on number line Time Liquid	30	30	60
4. Addition and Subtraction Tens Two-place addition and subtraction - no renaming	56	4	60
5. Money Value Matching sets Making change Two-place addition and renaming	48	12	60
6. Fractions Curves Shapes Regions Halves, fourths, thirds	42	18	60